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ABSTRACT

A statewide survey was commissioned by the California Community Colleges during Fall 1979 to assess public attitudes toward the colleges and to determine the need for vocational education among the California adult public. A stratified random sample of adult residents within each of California's seven community college regions was selected for a telephone survey. Complete and usable interviews were conducted with 3,190 adults, representing 16.8% of the original sample. During the interviews, information was solicited concerning: (1) the rate of community college attendance among the general public and the reasons people have for attending; (2) assessments of the importance of the tasks performed by the colleges and the effectiveness with which they perform those tasks; (3) evaluation of the effectiveness with which the colleges use public funds; (4) ratings of the colleges' quality of instruction; (5) the extent of support for charging tuition for credit courses; (6) the perceived need for adult vocational education and the extent to which colleges were seen as appropriate places to obtain this education; and (7) the differences in attitudes toward the community colleges among various segments of the population and among the various regions of the state. The study report details survey methodology and presents a textual and graphical analysis of the findings. The questionnaire is appended. (JP)

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CALIFORNIA
COMMUNITY
COLLEGES

A SURVEY OF CALIFORNIA PUBLIC ATTITUDES TOWARD THE CALIFORNIA COMMUNITY COLLEGES

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INTRODUCTION

This report contains the findings of a survey conducted among a cross-section of the adult California public to obtain data on public awareness and use of and attitudes toward the California Community Colleges.

The survey was conducted during the period from September 26 to November 5, 1979. During that time, a sample consisting of 3,190 persons 18 years of age and older was interviewed by telephone in their homes. The survey was conducted by Field Research Corporation, a national market and public opinion research firm headquartered in San Francisco. A description of the design and methodology of the survey is included in Appendix A of this report. A copy of the survey questionnaire can be found in Appendix B.

This survey is part of a project to assist in vocational education curriculum development sponsored by the Chancellor's Office of the California Community Colleges and Los Rios Community College District. The project is funded under Subpart 3 of the Vocational Education Act (P.L. 94-482). Chuck McIntyre, Director of Analytical Studies in the Chancellor's Office, serves as project administrator.

The survey questionnaire and sampling plan were designed by Field Research Corporation working under the supervision of Jennifer Franz, the project consultant, and an advisory committee composed of state and local representatives of the California Community Colleges. A list of the committee members is presented on page v. Project Director for Field Research Corporation was Eleanor Murray.

The broad objectives of the survey were twofold: (1) to assess public attitudes toward community colleges and (2) to develop information that would help to quantify and describe the need for vocational education among the California adult public. In more specific terms, the study seeks answers to these types of questions:

1. What proportion of the public has ever attended a California community college? What are their chief reasons for attending? How likely are they to attend in the next year?

2. How much importance does the public attach to specific tasks performed by the community colleges? And how do the community colleges measure up on their performance of these tasks?

3. How good a job are the community colleges thought to be doing in making effective use of the money they get? How are they rated on the quality of instruction they offer?

4. What is the extent of public support for charging tuition at community colleges for college credit courses? What per-course charges do prospective students say they could pay?

5. What is the public's perceived need for vocational education and training? To what extent are the community colleges seen as appropriate places to get this type of training?

6. How do these attitudes and behavior regarding the community colleges vary among segments of the adult population and among various regions of the state? (A map of these regions can be found in Appendix C.)

This report provides a general look at some of the overall survey findings. More detailed analysis of the data is certainly called for, but goes beyond the specific charge of Field Research Corporation. Project staff plan to conduct and report the following additional analyses:

- A detailed analysis of responses in terms of the demographic variables included in the survey, with a particular emphasis on those demographic characteristics of concern to vocational educators.

- In-depth analyses of the responses concerning the need and desire for specific types of vocational/occupational education with a view toward formulating policy issues for the Five-Year Plan for Vocational Education and identifying priorities for allocating Vocational Education Act funds.

- Comparisons of the findings from this study with the results of recent related studies.

The use of surveys among the general public in California - the constituency of the community colleges - provides valuable information which can and in this instance is intended to serve as the foundation for policy planning and curriculum development and as a benchmark for future research.

VOCATIONAL EDUCATION NEEDS ASSESSMENT PROJECT

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HIGHLIGHTS OF THE FINDINGS

Awareness of Community Colleges

The survey results demonstrate a very high level of public awareness of the California community college system. Nearly nine out of ten (88.6%) of all those interviewed could name one or more community colleges in their local area or nearby counties in California.

Attendance at Community Colleges

Nearly one-half (46.9%) of all adults interviewed claim to have ever attended classes at a community college in California; 8.2% say that they are currently enrolled in a community college course.

About one-third (31.9%) of all survey respondents interviewed expressed some intention to attend a community college within the next 12 months from the date of the interview (October, 1979).

Reasons for Attending a California Community College

Among those who are enrolled or planning to attend a community college within the next 12 months, the chief reason for attending is for "personal improvement or enrichment." The second-ranking reason is "to prepare for work" followed by "to get a college degree or certificate." The least-often mentioned reason is "to improve basic skills such as reading and writing."

Images of California Community Colleges on Seven Selected Tasks

The public was asked to rate the degree of importance of 7 specific purposes, or charges, performed by the community colleges and then how good a job they think the colleges are doing on their performance of these same tasks. Analysis of the findings from this series of questions shows:

- Providing job and career training and academic education for transfer of students to 4-year colleges and universities emerge as the two strongest image components of community colleges. That is, both of these tasks are seen by the public as above-average in importance for community colleges to be doing and the community colleges' job performance is also rated above average on each one of them.

- Improvement of basic skills such as reading and writing is rated as above-average in importance among the public but the community colleges are given below-average marks on their performance of this task.

- Providing continuing education on a life-long basis and a general education are seen as relatively less important purposes of community colleges, but on these two items the community colleges are given job performance ratings equal to or above the 7-item average.

- The "low profile" items are providing supportive services such as counseling, job placement and child care and special interest, cultural or recreational programs for the community. Both of these tasks are rated below average on both importance and job performance.

Community Colleges' Use of Their Money

All respondents interviewed in this survey were asked to rate how good a job they believe the community colleges are doing in "making effective use of the money they get." Four answer choices were offered: excellent, good, only fair, or poor. Just slightly fewer than half of all those interviewed selected the top two answer categories--either "excellent" (13.7%), or "good" (33.9%). About one in four respondents--25.7%--rated the community colleges' job as "only fair" on this point. The community colleges were thought to be doing a "poor" job by 6.2%. The balance of those interviewed--20.4%--had no opinion on this aspect of the community colleges' performance.

Quality of Instruction

Respondents were asked to give their overall impression of the "quality of instruction offered at the community colleges." About two-thirds of all those interviewed chose the top two answer choices--either "excellent" (22.3%) or "good" (45.1%). The quality of community college instruction was rated as "only fair" by 15.6% and "poor" by 2.9%. The rest--14.2%--were unable to rate the community colleges on this item.

Tuition

Just slightly over half (55.6%) of all respondents understand that no tuition is charged at California community colleges for college credit courses. The balance of those interviewed either think that tuition is charged or they don't know whether it is or not.

However, when asked whether they think college credit courses should be tuition-free at community colleges, about two-thirds (65.3%) of all respondents say that they should be; about one-fifth (21.9%) believe that the students should pay for these courses and the balance--12.9%--are undecided.

Those who are now enrolled in a community college or plan to attend one within the next 12 months were asked how much tuition--if any--they would be willing to pay. Nearly nine out of ten (88.8%) of this group said they would be able to pay $10 per course, but willingness to pay drops off with higher proposed charges; only one-third said they would pay $40 a course.

Perceived Need for Vocational Education and Training

About two-fifths (41.5%) of all adults interviewed in California are employed but want a better job or are seeking employment.

More than half of this group, or 23.1% of all California adults, believe that they need vocational training which they cannot get on the job and say that they intend to get such training soon. This represents the "market" or need for vocational training among California adults.

All but a very small portion of this market think that they could get the type of instruction they need in a classroom setting and about two-thirds of the group--or 15.2% of all respondents--think that community colleges are a good place to get the training they feel they need.

The top ten fields of interest for vocational education in the classroom are (in rank order):

- Business
- Engineering
- Health Occupations
- Education
- Fine and applied arts
- Computer science
- Public affairs, public service
- Agriculture
- Law
- Architecture

Chapter I.

AWARENESS OF AND ATTENDANCE AT COMMUNITY COLLEGES

This chapter presents the findings from these questions in the survey:

- To what extent is the California public aware of the community college system? Can they name the college in their local community? In nearby communities?
- What proportion of the California adult public has ever attended a community college?
- What proportion is now enrolled?
- What are the main reasons people give for ever attending?
- What proportion of the California adult public plans to attend a community college within the next 12 months?
- Why do they intend to go?

Table I.1

Awareness of Community Colleges

The first set of questions in the interview was designed to determine the extent to which the California adult public is aware of the community college system. To do this, respondents were first told: "As you know, here in California we have local community colleges, sometimes called junior colleges. Do you happen to know the name of the community college in your area?" Next, all respondents were asked: "Do you know of any other community colleges, either in your own county or in some of the surrounding counties?" Interviewers wrote down verbatim on the questionnaire the names of the community colleges mentioned by respondents as being in their area. Later, experienced coders reviewed these answers as a validity check simply to be sure that respondents were referring to one or more of the community colleges in their area.

The results of this questioning show a very high level of public awareness of the California community college system. Nearly nine out of ten (88.6%) of all those interviewed could name one or more community colleges in local or nearby counties. Awareness is somewhat higher for local community colleges (82.2%) than for those in surrounding counties (63.1%).

Table I.1 on the opposite page presents the distributions of answers to these questions by the age, education, household income and sex of the respondents. Awareness is generally high in all groups except those 65 or older, with less than a high school education, and who have household incomes under $7,500 a year.

Table I.1

AWARENESS OF COMMUNITY COLLEGE(S)
IN LOCAL AND/OR OTHER NEARBY AREA(S)

	Volunteer name(s) of community college(s)--			All respondents (Base)
	In local or nearby areas	In local area	In other nearby area(s)	
Total	88.6%	82.2	63.1	(3190)
Age				
18-20	90.1%	83.1	57.5	(319)
21-24	90.3%	80.6	63.3	(376)
25-29	87.4%	83.0	66.8	(449)
30-34	93.9%	88.3	73.8	(450)
35-39	87.8%	82.1	69.8	(337)
40-49	90.2%	82.8	67.2	(445)
50-64	90.2%	84.0	64.7	(486)
65 or over	78.4%	72.7	41.0	(300)
Education				
Less than high school	67.2%	54.7	36.7	(469)
High school completed	89.4%	83.4	58.3	(998)
1-2 yrs. business or technical school	95.7%	90.4	60.2	(143)
1-3 yrs. college	93.8%	87.7	73.1	(894)
College completed	93.2%	89.2	73.3	(682)
Household income				
Under $7500	78.4%	67.8	45.4	(365)
$7500-$9999	81.8%	74.3	50.5	(329)
$10,000-$14,999	86.4%	79.5	58.2	(467)
$15,000-$24,999	94.3%	86.6	71.3	(797)
$25,000 or over	93.5%	89.3	76.1	(756)
Sex of respondent				
Male	87.5%	81.3	65.3	(1465)
Female	89.6%	83.0	60.9	(1725)

Note: On this and subsequent tables where the base figures for percentages are shown in parentheses on the right, the table reads horizontally.

Table I.2

Attendance at Community Colleges

Nearly one-half (46.9%) of all adults interviewed in this survey claim to have attended classes at a community college in California, and 8.2% say that they are currently enrolled in a community college course. Another 6.7% are not now enrolled, but say they have taken a course within the past year and the balance of those who have ever attended did so more than a year ago.

Have ever attended--

The proportions of those who have ever attended a community college are higher-than-average among those who are under 50 and have annual household incomes of $15,000 a year or more.

Men are slightly more likely to have ever attended than women.

Are now currently enrolled--

Current enrollment is higher, of course, among those between 18 and 24 than among those in older age groups. However, about 3.5% of all those interviewed over 50 say that they are currently enrolled in a community college.

Looking at current community college enrollment by highest level of education attained, 14.9% of all those with 1-3 years of college are now enrolled in a community college; 5.4% of those with a college degree are taking course(s) at a community college.

Community college enrollment by household income presents a mixed picture: enrollment is higher-than-average among those with incomes under $7500 and between $15,000-$24,000.

Women are somewhat more likely to be currently enrolled than men.

Table I.2

ATTENDANCE AT COMMUNITY COLLEGES

	Have ever attended	Now enrolled	Not now enrolled but have attended					All respondents (Base)
			In past year	1-2.9 yrs.ago	3-5.9 yrs.ago	6 or more yrs.ago	Not reported	
Total	46.9%	8.2	6.7	9.8	7.6	13.7	0.9	(3190)
Age								
18-20	43.4%	19.9	13.4	9.0	0.5	-	0.6	(319)
21-24	55.5%	15.4	8.9	17.3	11.5	1.7	0.6	(376)
25-29	59.6%	6.8	9.8	12.4	14.0	13.8	2.9	(449)
30-34	61.0%	9.9	6.0	15.5	9.6	18.3	1.8	(450)
35-39	55.4%	7.2	8.3	9.1	5.7	23.9	1.2	(337)
40-49	51.8%	7.3	5.2	10.7	11.5	16.8	0.3	(445)
50-64	38.8%	3.4	5.1	6.3	5.7	18.1	0.2	(486)
65 or over	18.7%	3.6	0.8	1.6	2.1	10.4	0.2	(300)
Education								
Less than high school	9.7%	1.3	1.5	3.3	0.9	2.8	-	(469)
High school completed	32.4%	7.7	4.0	6.5	5.9	7.9	0.4	(998)
1-2 yrs. business or technical school	49.5%	5.7	5.9	9.3	7.2	19.7	1.7	(143)
1-3 yrs. college	73.9%	14.9	11.1	15.0	11.7	19.1	2.0	(894)
College completed	54.8%	5.4	7.9	12.0	9.2	19.7	0.6	(682)
Household income								
Under $7500	33.2%	8.4	4.8	6.8	3.3	8.9	0.9	(365)
$7500-$9999	32.0%	6.0	4.7	5.7	6.7	7.0	1.9	(329)
$10,000-$14,999	46.0%	8.1	6.0	8.0	8.6	15.1	0.1	(467)
$15,000-$24,999	54.5%	9.9	6.0	12.4	10.3	15.1	0.8	(797)
$25,000 or over	54.8%	6.5	9.6	10.9	9.3	17.5	0.9	(756)
Sex of respondent								
Male	49.4%	7.4	6.6	11.2	7.5	15.5	1.1	(1465)
Female	44.5%	8.9	6.7	8.5	7.8	11.9	0.7	(1725)

Note: Table reads horizontally.

Table I.3

Main Reason for Ever Attending a Community College

Those respondents who have ever attended any classes at a community college in California were read a list of four possible reasons why they may be taking/have taken the course(s) and asked to indicate what their main reason is/was. "For personal improvement or enrichment" was selected most often--by 43.6% of all those who have ever attended community colleges. The second- and third-ranking reasons were very nearly tied: "to prepare for work" (mentioned by 31.4%) and "to get a college degree or certificate" (mentioned by 29.1%). "To improve basic skills such as reading and writing" trailed the list with only 6.1% selecting this as their main reason.

Personal improvement/enrichment

Higher-than average among those in their middle years, 40-64, high school graduates and college graduates (but not those with only some college); those in both the lower and upper income brackets; women.

To prepare for work

Higher-than average especially among younger people under 24 but also those between 35 and 39 and 50-64; all educational groups except college graduates; those in the middle income categories from $10,000-$25,000; men.

To get college degree or certificate

Higher-than-average among those under 40 and especially 18-20; with some college or a college degree; in $7500-$10,000 income category; men.

To improve basic skills

Higher-than-average among those with less than high school or 1-2 years of business or technical school; incomes under $15,000; men. Picture very mixed by age.

Table I.3

MAIN REASON FOR EVER ATTENDING COMMUNITY COLLEGE

	(a) Main reason for (most recent) course(s) was --				
	Personal improvement/ enrichment	Prepare for work	Degree/ certificate	Improve basic skills	Respondents who have ever attended a community college (Base)
Total	43.6%	31.4	29.1	6.1	(1554)
Age					
18-20	22.7%	37.0	43.0	7.6	(126)
21-24	37.3%	35.8	31.8	4.6	(209)
25-29	45.8%	28.4	37.1	7.3	(262)
30-34	42.8%	28.4	31.7	5.3	(274)
35-39	41.2%	33.9	33.6	4.9	(204)
40-49	49.4%	28.9	23.8	10.7	(226)
50-64	52.7%	33.7	17.5	3.7	(182)
65 or over	43.6%	27.5	13.6	2.2	(57)
Education					
Less than high school	46.4%	37.6	5.6	16.8	(60)
High school completed	50.2%	39.4	12.1	6.8	(347)
1-2 yrs. business or technical school	41.7%	46.8	20.8	11.0	(74)
1-3 yrs. college	36.8%	34.9	32.9	5.6	(681)
College completed	49.0%	17.7	39.0	4.5	(390)
Household income					
Under $7500	48.7%	28.5	25.9	7.7	(133)
$7500-$9999	31.5%	27.3	36.5	9.9	(118)
$10,000-$14,999	43.1%	37.9	25.6	7.9	(220)
$15,000-$24,999	41.3%	35.5	29.2	5.1	(419)
$25,000 or over	45.5%	27.9	31.6	5.3	(423)
Sex of respondent					
Male	40.1%	33.6	31.4	7.4	(731)
Female	47.3%	29.1	26.6	4.7	(823)

Note: Table reads horizontally.
(a) Percentages may add to more than 100.0% due to multiple answers.

Table I.4

Preparing for Work

Table I.3 showed that about one-third (31.4%) of those who have ever attended a community college said that their main reason for taking course(s) was "to prepare for work." This group was next asked whether they were training or preparing for a first job, or to move up in their current line of work, or to train for a different type of work. Of these three answer choices, most respondents selected "to move up in the same line of work" (14.5% of all who have ever attended a community college), followed by "to train for a different type of work" (10.2%). Only 5.3% selected "training or preparing for a first job."

Move up in same line of work

This reason is mentioned with higher-than-average frequency among those who are 35-39 and 50-64; high school graduates or less and those with 1-3 years of college; those in the middle income groups from $10,000-$24,999.

Train for different type of work

Higher-than-average among younger people (under 30) and those 40-49; high school graduates and those with 1-2 years of business or technical school; men.

Training or preparing for first job

Definitely more important to younger people under 25; without high school diplomas or with some business or technical school; and in the lower income categories.

Table I.4

MAIN REASON FOR ATTENDING COMMUNITY COLLEGE
TO PREPARE FOR WORK

	Main reason for (most recent) course(s) was to prepare for work				Respondents who have ever attended a community college (Base)
	Total mentioning this reason	Training or preparing for-- Move up in same line	Different type work	First job	
Total	31.4%	14.5	10.2	5.3	(1554)
Age					
18-20	37.0%	11.2	14.6	10.3	(126)
21-24	35.8%	14.5	11.3	10.0	(209)
25-29	28.4%	12.7	12.5	2.5	(262)
30-34	28.4%	13.5	8.3	5.9	(274)
35-39	33.9%	18.9	8.0	6.2	(204)
40-49	28.9%	13.7	11.2	2.0	(226)
50-64	33.7%	16.8	7.6	4.9	(182)
65 or over	27.5%	14.5	9.6	2.0	(57)
Education					
Less than high school	37.6%	17.3	3.8	14.8	(60)
High school completed	39.4%	17.9	14.8	5.6	(347)
1-2 yrs. business or technical school	46.8%	12.9	21.2	10.6	(74)
1-3 yrs. college	34.9%	16.4	10.6	6.0	(681)
College completed	17.7%	9.3	5.1	2.2	(390)
Household income					
Under $7500	28.5%	8.8	11.0	8.0	(133)
$7500-$9999	27.3%	12.6	3.0	11.5	(118)
$10,000-$14,999	37.9%	23.1	6.0	7.9	(220)
$15,000-$24,999	35.5%	18.5	9.6	4.0	(449)
$25,000 or over	27.9%	11.4	11.8	3.9	(423)
Sex of respondent					
Male	33.6%	15.0	12.5	5.4	(731)
Female	29.1%	14.0	7.6	5.1	(823)

Note: "Other" omitted from cross-tab. Table reads horizontally.

Table I.5

Working toward a College Degree or Certificate

Those who said that their main reason for ever attending a community college was to get a degree or certificate (29.1% of all who have ever attended) were also asked to indicate what type of degree or certificate they are (were) working toward. Some multiple reasons were given and the distribution of answers was:

BA or BS degree	13.8%
AA	8.4%
Certificate of competency/completion/ proficiency or occupational certificate	3.3
Doctorate or professional degree	1.8
MA	0.9
Undecided/other	0.7
Not reported	0.2
Total mentioning working toward degree or certificate	29.1%

BA/BS Degree

One in five of all those interviewed who have ever attended a community college and now have a college degree took courses toward their BA or BS at a community college. Selection of this reason is also higher-than-average among those with 1-3 years of college and those with incomes $7500-$9999; men. Picture very mixed by age, although higher among those under 25.

AA Degree

Higher-than-average among younger people, especially those 18-20 and 25-29; some business school or college; in the $15,000-$24,999 income bracket.

Advanced degrees

More likely to be selected by those in their twenties and early thirties with college degrees.

Certificates

More likely to be mentioned by those in their middle years in the lower income groups.

Table I.5

MAIN REASON FOR ATTENDING COMMUNITY COLLEGE FOR DEGREE OR CERTIFICATE

	Main reason for (most recent) course(s) was to get college degree or certificate								Respondents who have ever attended a community college
	Total mentioning this reason	Type of degree/certificate working toward							
		BA/BS	AA	Certificate	Doctorate/ prof. degree	MA	Other Undecided		(Base)
Total	29.1%	13.8	8.4	3.3	1.8	0.9	0.7	(a)	(1554)
Age									
18-20	43.0%	18.4	19.5	0.6	1.4	2.5	0.6		(126)
21-24	31.8%	17.9	9.3	1.0	2.4	0.7	0.4		(209)
25-29	37.1%	12.8	14.0	2.5	3.5	2.5	1.8		(262)
30-34	31.7%	16.2	8.2	3.4	2.6	0.7	0.6		(274)
35-39	33.6%	15.3	9.3	5.6	1.7	0.6	1.0		(204)
40-49	23.8%	12.7	6.4	3.5	0.2	0.4	0.7		(226)
50-64	17.5%	7.4	1.2	6.1	1.9	0.4	0.4		(182)
65 or over	13.6%	12.2	1.0	0.4	-	-	-		(57)
Education									
Less than high school	5.6%	0.5	0.9	2.2	-	2.0	-		(60)
High school completed	12.1%	4.2	4.1	1.8	0.5	0.5	1.1		(347)
1-2 yrs. business or technical school	20.8%	2.7	14.2	3.3	-	-	0.6		(74)
1-3 yrs. college	32.9%	15.0	12.4	2.7	1.2	0.8	0.9		(681)
College completed	39.0%	21.9	5.2	5.4	4.3	1.6	0.6		(390)
Household income									
Under $7500	25.9%	10.1	7.6	4.0	2.1	1.1	1.0		(133)
$7500-$9999	36.5%	22.0	6.1	5.6	2.3	-	0.5		(118)
$10,000-$14,999	25.6%	11.9	7.8	3.5	1.2	0.4	0.9		(220)
$15,000-$24,999	29.2%	12.4	10.3	2.1	1.6	1.5	1.4		(449)
$25,000 or over	31.6%	17.0	8.7	2.6	2.2	0.7	0.4		(423)
Sex of respondent									
Male	31.4%	15.2	9.0	3.5	2.2	1.1	0.4		(731)
Female	26.6%	12.3	7.8	3.1	1.4	0.8	1.2		(823)

Note: Table reads horizontally.

(a) Distributions may add to slightly less than subtotal because some respondents did not report degree.

Table I.6

Expected Attendance in Next 12 Months

About one-third (31.9%) of all respondents interviewed in this survey expressed some intention to attend a community college within the next 12 months from the date of the interview (October, 1979.) This figure comprises three groups: those who are now enrolled in a community college or said they "definitely" plan to attend one within the next 12 months (16.4% of all respondents); those who said they "probably" will attend (8.1%); and those who said they "might" attend (7.4%).

Now enrolled or definitely will attend

About 40% of all those 18-20 years and 27% of those 21-24 said they are now enrolled or definitely will attend a community college within the next 12 months. Attendance expectations are also higher-than-average among those with 1-3 years of college and those in the middle income category of $10,000-$25,000. No differences between men and women.

Table I.6

EXPECTED ATTENDANCE AT COMMUNITY COLLEGE(S)
IN THE NEXT 12 MONTHS

	Now enrolled or definitely will attend	Probably will attend	Might attend	Not planning to attend	All respondents (Base)
Total	16.4%	8.1	7.4	68.1	(3190)
Age					
18-20	39.1%	13.4	8.2	39.3	(319)
21-24	27.4%	11.7	9.5	51.4	(376)
25-29	19.5%	11.0	9.9	59.6	(449)
30-34	19.0%	9.9	10.9	60.2	(450)
35-39	15.4%	11.5	9.3	63.8	(337)
40-49	13.4%	5.9	8.7	72.0	(445)
50-64	7.7%	5.7	4.7	81.9	(486)
65 or over	5.1%	1.5	1.3	92.0	(300)
Education					
Less than high school	5.5%	9.2	6.2	79.1	(469)
High school completed	17.1%	6.3	8.9	67.7	(998)
1-2 yrs. business or technical school	11.4%	7.3	8.7	72.6	(143)
1-3 yrs. college	26.7%	9.0	6.6	57.7	(894)
College completed	10.9%	8.9	7.1	73.1	(682)
Household income					
Under $7500	14.1%	8.5	5.5	71.8	(365)
$7500-$9999	12.6%	8.5	7.4	71.6	(329)
$10,000-$14,999	17.8%	5.1	9.4	67.7	(467)
$15,000-$24,999	19.8%	9.6	7.9	62.7	(797)
$25,000 or over	14.4%	9.0	5.9	70.7	(756)
Sex of respondent					
Male	16.3%	7.5	7.5	68.8	(1465)
Female	16.4%	8.7	7.4	67.5	(1725)

Note: Table reads horizontally.

Table I.7

Main Reason for Planning to Attend within Next 12 Months

Earlier on Table I.3 it was shown that the most frequently cited reason for ever attending a community college was for "personal improvement or enrichment." The same is true among those who are now enrolled in a community college or plan to attend one within the next 12 months (31.9% of all respondents interviewed). The second-ranking reason again was "to prepare for work" followed by "to get a college degree or certificate" with "to improve basic skills such as reading and writing" mentioned by the smallest proportion of respondents.

Personal improvement/enrichment

This reason is mentioned with higher-than-average frequency among those in their middle twenties and thirties; those who have some college or are college graduates; in the above-average income groups; and women.

To prepare for work

Higher-than-average among younger people, especially between 18-24, those who have completed high school but not college; men

To get college degree or certificate

Again higher-than-average among younger people 18-24 with 1-3 years of college, across all income groups; slightly higher among women.

To improve basic skills

Higher-than-average among those under 30 with less than a high school diploma; incomes under $25,000; men.

Table I.7

MAIN REASON FOR PLANNING TO ATTEND A COMMUNITY COLLEGE IN NEXT 12 MONTHS

	Definitely/probably/ might attend or now enrolled	Main reason for planning to attend is-- Personal improvement/ enrichment	Prepare for work	Degree/ certificate	Improve basic skills (a)	All respondents (Base)
Total	31.9%	15.7	10.1	6.5	2.4	(3190)
Age						
18-20	60.7%	12.3	24.0	27.1	8.0	(319)
21-24	48.6%	18.4	20.0	12.0	4.4	(376)
25-29	40.4%	19.1	12.3	7.9	5.2	(449)
30-34	39.8%	24.3	12.7	3.6	0.5	(450)
35-39	36.2%	19.0	11.4	7.2	0.8	(337)
40-49	28.0%	16.4	8.8	3.7	2.3	(445)
50-64	18.1%	14.5	2.6	1.3	0.8	(486)
65 or over	8.0%	4.6	1.2	0.3	0.2	(300)
Education						
Less than high school	20.9%	6.7	10.2	3.7	4.4	(469)
High school completed	32.3%	13.1	12.3	6.8	1.6	(998)
1-2 yrs. business or technical school	27.4%	15.6	7.7	6.3	2.3	(143)
1-3 yrs. college	42.3%	18.9	13.0	12.5	2.6	(894)
College completed	26.9%	20.5	4.9	1.1	2.1	(682)
Household income						
Under $7500	28.2%	13.3	9.9	7.9	3.1	(365)
$7500-$9999	28.4%	11.1	7.6	7.0	4.0	(329)
$10,000-$14,999	32.3%	17.6	9.6	5.3	2.5	(467)
$15,000-$24,999	37.3%	18.7	11.9	5.9	3.0	(797)
$25,000 or over	29.3%	16.3	8.9	6.7	1.1	(756)
Sex of respondent						
Male	31.2%	14.2	11.3	5.9	3.1	(1465)
Female	32.5%	17.2	9.0	7.1	1.8	(1725)

Note: Table reads horizontally.

(a) Percentages may add to more than subtotal because of multiple answers.

Chapter II.

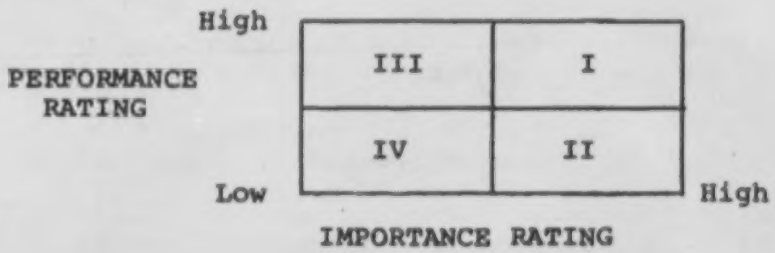
IMAGES OF CALIFORNIA COMMUNITY COLLEGES ON SEVEN SELECTED TASKS

This chapter discusses the findings from the survey which were addressed to assessing the public's images of the relative importance of seven specific tasks charged to the community colleges and how good a job they are thought to be doing in performing these tasks. These tasks are:

- To provide instruction or training which enables students to qualify for jobs, to move up on their jobs or to train for another career
- To provide academic education so students can transfer to a four-year college or university
- To provide general education so students can explore interests and develop an understanding of themselves, of others and their environment
- To help students improve their basic skills such as reading and writing so they can continue on with their education
- To provide people with an opportunity to continue their education on a life-long basis
- To provide students and the community with supportive services such as counseling, job placement and child care
- To provide the community with special interest, cultural, or recreational programs

The data in this section compare the strengths and weaknesses of the "image" of community colleges in California. This analysis is made possible by two questioning series used in the survey. First, measures were made of the degree of importance the public attaches to 7 specific purposes, or charges, performed by community colleges. Next, the public was asked to rate the community colleges on their job performance on each of these 7 tasks. When these two measures are combined into an "image status matrix," one can compare the relative importance of each attribute or task with how well the community colleges are seen to be performing that task.

The general description of the matrix shown below illustrates the principle of the technique:



Quadrant I of the matrix will contain those tasks which are above-average in importance to the public and on which the community colleges are seen to be performing a better-than-average job. These are the tasks that represent the strongest image components -- those which are more important to the public and on which the community colleges are thought to be doing a better job.

Quadrant II contains those tasks which are also above-average in importance to the public but on which the community colleges are thought to be doing a below-average job. The indicated action for these tasks is for the community colleges to (1) improve their performance, or (2) attempt to downplay the importance of the task for community colleges.

Quadrant III contains those tasks which are of below-average importance to the public but which the community colleges are seen to be performing an above-average job. The indicated action here is to (1) diminish the resources being devoted to these tasks, or (2) attempt to change the public's attitude toward these tasks by showing why they should be given more importance than they presently are in the public's mind.

In Quadrant IV are found the "low profile" items, i.e., those tasks which are relatively less important to the public and on which the community colleges are thought to be doing a below-average job. These tasks can be allowed to remain low profile unless conditions should change and some task suddenly becomes more salient or important (in which case the community colleges will then need to deal with that task as a Quadrant II factor).

The tables in this section first present the importance ratings accorded each of the 7 items followed by the job performance ratings the community colleges are given for the same tasks. The 7 tasks are:

a. To provide instruction or training which enables students to qualify for jobs, to move up on their jobs or to train for another career

b. To provide academic education so students can transfer to a four-year college or university

c. To provide general education so students can explore interests and develop an understanding of themselves, of others and their environment

d. To help students improve their basic skills such as reading and writing so they can continue on with their education

e. To provide people with an opportunity to continue their education on a life-long basis

f. To provide students and the community with supportive services such as counseling, job placement and child care

g. To provide the community with special interest, cultural, or recreational programs

Importance Ratings

Respondents were read a list of 7 different purposes of the California community colleges and asked to indicate how important they feel each one is for the community colleges to be doing. (The order of presentation of the 7 items was rotated from one respondent to the next.) The answer choices were: very important, somewhat important, not too important, or not at all important. Mean (average) scores* were then calculated for each item.

The resulting rank order of importance for the 7 tasks to emerge from this scoring is shown below for all respondents interviewed. Table II.1 on the facing page displays these importance scores by age, education, income and sex of the respondent. (When comparing the mean ratings on a particular item from one subgroup of the sample to another, the observed difference between the two ratings should generally be about .10 to be statistically signficant at the 95% confidence level.)

Rank		Mean Importance Ratings*
1	Training for jobs/careers	2.83
2	Academic education for transfer to 4 yr. college/university	2.75
3	Improvement of basic skills	2.69
4	Continuing education	2.51
5	General education	2.45
6	Supportive services (e.g. counseling, job placement, child care)	2.39
7	Community programs (e.g. special interest, cultural, recreational)	2.21
	7-item average	2.55

* *Mean ratings based on those with an opinion on the item. Values for calculating the means are: very important (4), somewhat important (3), not too important (2), not at all important (1).*

Table II.1

MEAN* IMPORTANCE RATINGS

	(a) JOBS, CAREERS	(b) 4-YR TRANSFER	(c) GENERAL EDUCATION	(d) BASIC SKILLS	(e) CONTIN. EDUCATION	(f) SUPPORT SERVICES	(g) COMMUNITY PROGRAMS	7-ITEM AVERAGE	All respondents (Base)
Total	2.83	2.75	2.45	2.69	2.51	2.39	2.21	2.55	(3190)
Age									
18-20	2.81	2.73	2.54	2.69	2.47	2.57	2.27	2.58	(319)
21-24	2.82	2.73	2.56	2.78	2.55	2.56	2.38	2.63	(376)
25-29	2.81	2.64	2.51	2.71	2.53	2.52	2.19	2.56	(449)
30-34	2.86	2.75	2.46	2.68	2.62	2.30	2.23	2.56	(450)
35-39	2.83	2.69	2.51	2.62	2.55	2.28	2.15	2.52	(337)
40-49	2.87	2.80	2.47	2.65	2.58	2.33	2.26	2.57	(445)
50-64	2.83	2.79	2.38	2.60	2.41	2.35	2.15	2.50	(486)
65 or over	2.83	2.75	2.26	2.82	2.43	2.30	2.13	2.50	(300)
Education									
Less than high school	2.81	2.58	2.47	2.80	2.53	2.50	2.28	2.57	(469)
High school completed	2.84	2.77	2.49	2.71	2.46	2.49	2.23	2.57	(998)
1-2 yrs. business or technical school	2.81	2.69	2.46	2.69	2.46	2.41	2.26	2.54	(143)
1-3 yrs. college	2.84	2.79	2.40	2.67	2.51	2.41	2.17	2.54	(894)
College completed	2.84	2.78	2.42	2.61	2.56	2.17	2.19	2.51	(682)
Household income									
Under $7500	2.85	2.73	2.61	2.88	2.54	2.62	2.43	2.67	(365)
$7500 - $9999	2.84	2.61	2.44	2.78	2.49	2.48	2.22	2.55	(329)
$10,000-$14,999	2.82	2.76	2.47	2.68	2.52	2.51	2.30	2.58	(467)
$15,000-$24,999	2.84	2.79	2.47	2.70	2.51	2.42	2.16	2.56	(797)
$25,000 or over	2.85	2.78	2.39	2.58	2.48	2.21	2.13	2.49	(756)
Sex of respondent									
Male	2.81	2.73	2.40	2.64	2.49	2.26	2.13	2.49	(1465)
Female	2.86	2.76	2.49	2.73	2.53	2.51	2.29	2.60	(1725)

* Mean ratings based on those with an opinion on the item. Values for calculating the means are: very important (4), somewhat important (3), not too important (2), not at all important (1).

Job Performance Ratings

Next, respondents were asked to rate how good a job they think the community colleges in California are doing on each of the same different tasks. The answer choices offered this time were: excellent job, good job, fair job, poor job. Mean (average) scores* were then calculated for each item.

The rank order of the 7 tasks, according to how respondents scored the job the community colleges are doing, is shown below. Table II.2 on the facing page displays these job performance scores by age, education, income, and sex of the respondent. (When comparing the mean ratings on a particular item from one subgroup of the sample to another, the observed difference between the two ratings should generally be about .10 to be statistically significant at the 95% confidence level.)

Rank		Mean Job Performance Ratings*
1	Academic education for transfer to 4-yr. college/university	2.99
2	Continuing education	2.95
3	Training for jobs/careers	2.92
4	General education	2.81
5	Community programs (e.g. special interest, cultural, recreational)	2.76
6	Improvement of basic skills	2.63
7	Supportive services (e.g. counseling, job placement, child care)	2.62
	7-item average	2.81

* *Mean ratings based on those with an opinion on the item. Values for calculating the means are: excellent job (4), good job (3), fair job (2), poor job (1).*

Table II.2

MEAN* JOB PERFORMANCE RATINGS

	(a) JOBS CAREERS	(b) 4-YR. TRANSFER	(c) GENERAL EDUCATION	(d) BASIC SKILLS	(e) CONTIN. EDUCATION	(f) SUPPORT SERVICES	(g) COMMUNITY PROGRAMS	7-ITEM AVERAGE	All respondents (Base)
Total	2.92	2.99	2.81	2.63	2.95	2.62	2.76	2.81	(3190)
Age									
18-20	2.90	3.01	2.84	2.79	2.90	2.63	2.65	2.82	(319)
21-24	2.94	2.94	2.65	2.66	2.85	2.66	2.70	2.77	(376)
25-29	2.82	2.93	2.79	2.66	2.98	2.48	2.66	2.76	(449)
30-34	2.81	2.93	2.83	2.66	2.96	2.44	2.61	2.75	(450)
35-39	3.10	3.12	3.03	2.68	2.96	2.69	2.98	2.94	(337)
40-49	3.00	3.06	2.91	2.74	3.13	2.74	2.82	2.91	(445)
50-64	2.90	3.00	2.72	2.45	2.89	2.62	2.83	2.77	(486)
65 or over	2.86	2.95	2.74	2.50	2.93	2.72	2.82	2.79	(300)
Education									
Less than high school	2.75	2.78	2.67	2.56	2.83	2.67	2.63	2.70	(469)
High school completed	2.84	2.97	2.75	2.59	2.87	2.59	2.71	2.76	(998)
1-2 yrs. business or technical school	2.87	2.95	2.82	2.48	2.79	2.96	2.66	2.79	(143)
1-3 yrs. college	3.04	3.08	2.86	2.69	3.06	2.61	2.80	2.88	(894)
College completed	2.95	3.01	2.88	2.65	3.00	2.57	2.86	2.85	(682)
Household income									
Under $7500	2.90	3.12	2.79	2.64	2.87	2.74	2.87	2.85	(365)
$7500-$9999	2.88	2.91	2.80	2.68	2.89	2.62	2.73	2.79	(329)
$10,000-$14,999	2.90	2.93	2.78	2.63	2.96	2.59	2.75	2.79	(467)
$15,000-$24,999	2.94	3.01	2.87	2.60	3.07	2.64	2.78	2.84	(797)
$25,000 or over	2.94	3.02	2.83	2.68	2.92	2.53	2.74	2.81	(756)
Sex of respondent									
Male	2.82	2.93	2.77	2.57	2.86	2.54	2.63	2.73	(1465)
Female	3.01	3.06	2.85	2.69	3.05	2.70	2.89	2.89	(1725)

* Mean ratings based on those with an opinion on the item. Values for calculating the means are: excellent job (4), good job (3), fair job (2), poor job (1).

Summary of Importance/Job Performance Ratings ("Image Status Matrix")

A comparison of the importance and job performance ratings for each of the 7 tasks yields an "image status matrix" of the different purposes of the California community colleges. This is done by arraying the items according to whether they are higher or lower than the 7-item average scores on importance and performance as shown below:

	Summary of Importance/Job Performance*
Training for jobs/careers	HH
Academic education for transfer to 4-yr. college/university	HH
Improvement of basic skills	HL
Continuing education	LH
General education	LH
Supportive services (e.g. counseling, job placement, child care)	LL
Community programs (e.g. special interest, cultural, recreational)	LL

* *HH = equal to or above average importance and job performance*
HL = equal to or above average importance and below average job performance
LH = below average importance and equal to or above average job performance
LL = below average importance and job performance

Providing job and career training and academic education for transfer of students to 4-year colleges and universities emerge as the two strongest image components of community colleges. That is, both of these tasks are seen by the public as above-average in importance for community colleges to be doing and the community colleges' job performance is also rated above average on each one of them.

Improvement of basic skills such as reading and writing is rated as above-average in importance among the public but the community colleges are given below-average marks on their performance on this task.

Providing continuing education on a life-long basis and a general education are seen as relatively less important purposes of community colleges, but on these two items the community colleges are given job performance ratings equal to or above the 7-item average.

The "low profile" items are providing supportive services such as counseling, job placement and child care and special interest, cultural or recreational programs for the community. Both of these tasks are rated below average on both importance and job performance.

Image Matrix Summary

Figure II.1 on the facing page illustrates California community colleges' graphic image on the 7 purposes described in this section. The horizontal axis of Figure II.1 places the tasks in terms of their rated importance by the public; the vertical axis shows how the community colleges are rated on their job performance by the public. The figure gives a slightly clearer picture of the position of each of the 7 tasks in relationship to each other and to the "ideal" diagonal where the scores on importance and job performance would come together.

As shown on the preceding tables, the community colleges have the strongest favorable image on job and career training and 4-year transfer education, but are not thought to be doing a good enough job on improvement of basic skills.

On continuing education and general education, the community colleges are doing an average or better-than-average job, but these two tasks are relatively less important to the public.

The public rates the providing of community programs and support services as below average in both importance and the community colleges' performance of them.

Figure II.1

IMAGE MATRIX ON 7 PURPOSES OF COMMUNITY COLLEGES

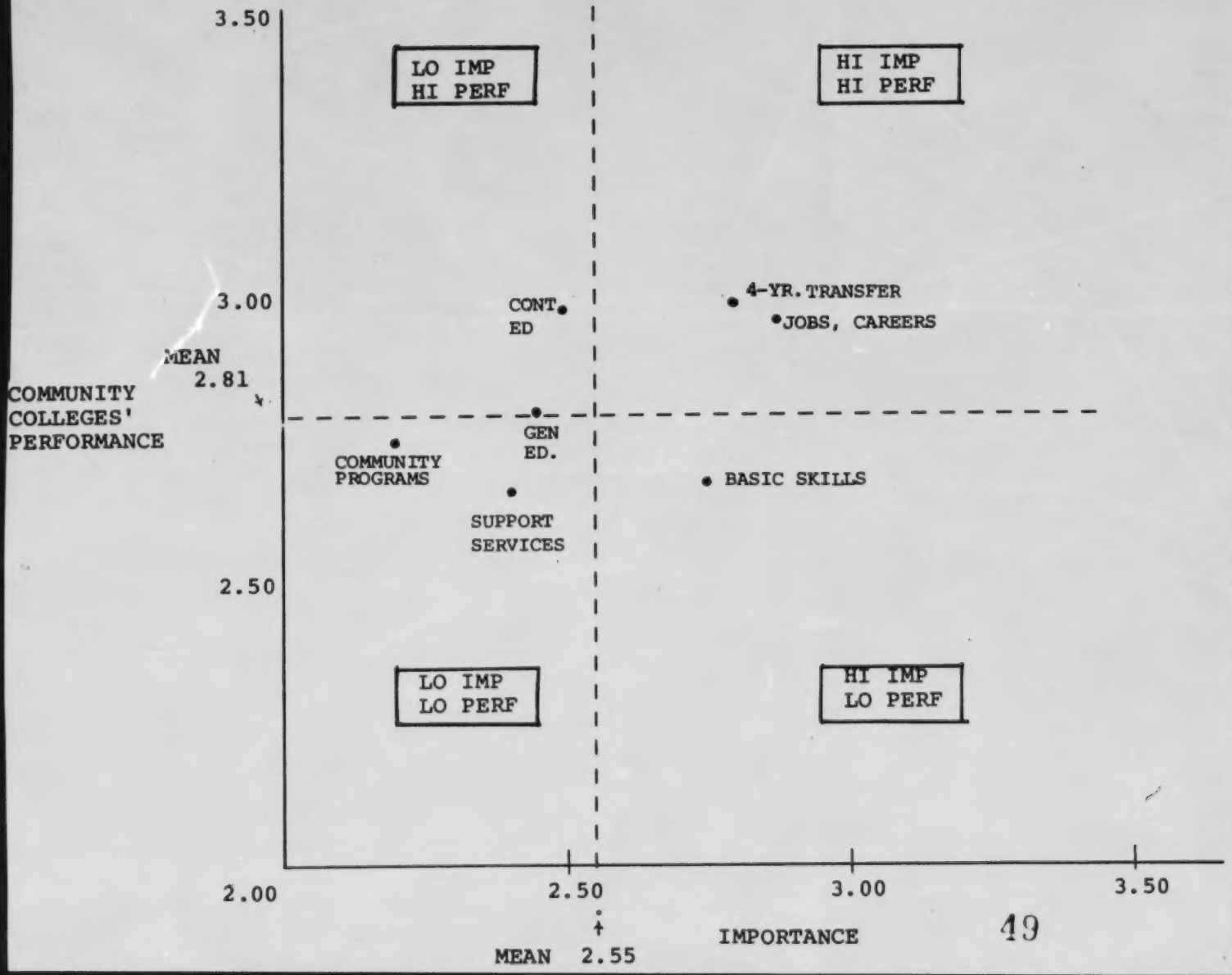


Table II.3

Most Consistent Items (Jobs/Careers, 4-Yr. Transfer, Basic Skills)

Table II.3 on the opposite page arrays the importance and job performance scores given by respondents within various age, education and income groups as well as by men and women for three of the tasks-- (1) training for jobs and careers, (2) academic education for transfer to 4-year college or university, and (3) improvement of basic skills.

As can be seen on the table, the ratings on these three tasks are very consistent across all subgroups of respondents interviewed. That is, there is general agreement that providing job and career training and 4-year transfer education are above average in importance and the community colleges are seen as doing an above-average job in performing these tasks. Only those who are less than high school graduates rated the community colleges below average on job performance for these two tasks.

There is also consistent agreement across all subgroups that the improvement of basic skills (reading and writing) is of high importance but the community colleges' job performance on this task is below average.

Table II.3

SUMMARY OF IMPORTANCE/PERFORMANCE RATINGS
ON JOBS/CAREERS, 4-YR. TRANSFER AND BASIC SKILLS

	JOBS/ CAREERS	4-YR. TRANSFER	BASIC SKILLS	All respondents (Base)
Total	HH	HH	HL	(3190)
Age				
18 - 20	HH	HH	HL	(319)
21 - 24	HH	HH	HL	(376)
25 - 29	HH	HH	HL	(449)
30 - 34	HH	HH	HL	(450)
35 - 39	HH	HH	HL	(337)
40 - 49	HH	HH	HL	(445)
50 - 64	HH	HH	HL	(486)
65 or over	HH	HH	HL	(300)
Education				
Less than high school	(HL)	(HL)	HL	(469)
High school completed	HH	HH	HL	(998)
1-2 yrs. business or technical school	HH	HH	HL	(143)
1-3 yrs. college	HH	HH	HL	(894)
College completed	HH	HH	HL	(682)
Household income				
Under $7500	HH	HH	HL	(365)
$7500 - $9999	HH	HH	HL	(329)
$10,000 - $14,999	HH	HH	HL	(467)
$15,000 - $24,999	HH	HH	HL	(797)
$25,000 or over	HH	HH	HL	(756)
Sex of respondent				
Male	HH	HH	HL	(1465)
Female	HH	HH	HL	(1725)

HH = Equal to or above average of total sample on importance and job performance.
HL = Equal to or above average of total sample on importance and below average on job performance.
( ) = Subgroup response which differs from the total response.

Table II.4

Least Consistent Items (Continuing Ed, General Ed, Support Services, Community Programs)

The importance and job performance scores for the remaining four tasks are not consistent across the various age, education, income groups and by men and women. On Table II.4 the score-pairs are circled which differ from the overall scores for the total sample.

Continuing Education

Nearly all respondents agree that the community colleges are doing an above-average job on providing continuing education, but respondents are not as consistent on how important they rate this task. This is most evident by the age of the respondent.

General Education

Here the scores are even less consistent, varying from the overall averages not only by age, but also by education, income and sex.

Support Services

A somewhat more consistent pattern is evident on this task. Those under 25 and in the lowest income group rate support services (e.g. counseling, job placement, child care) above-average in importance, but nearly all subgroups of respondents agree that community colleges' job performance on this task is below average.

Community Programs

All subgroups of respondents rate this task below-average in importance, but views are somewhat mixed on job performance. Respondents over 35, college graduates, lower income people and women are more likely to rate the community colleges higher than average on their performance of this task.

Table II.4

SUMMARY OF IMPORTANCE/PERFORMANCE RATINGS ON CONTINUING ED, GENERAL ED, SUPPORT SERVICES AND COMMUNITY PROGRAMS

	CONTINUING EDUCATION	GENERAL EDUCATION	SUPPORT SERVICES	COMMUNITY PROGRAMS	All Respondents (Base)
Total	LH	LH	LL	LL	(3190)
Age					
18 - 20	LH	LH	(HL)	LL	(319)
21 - 24	(HH)	(HL)	(HL)	LL	(376)
25 - 29	LH	(LL)	LL	LL	(449)
30 - 34	(HH)	LH	LL	LL	(450)
35 - 39	(HH)	LH	LL	(LH)	(337)
40 - 49	(HH)	LH	LL	(LH)	(445)
50 - 64	LH	(LL)	LL	(LH)	(486)
65 or over	LH	(LL)	LL	(LH)	(300)
Education					
Less than high school	LH	(LL)	LL	LL	(469)
High school completed	LH	(LL)	LL	LL	(998)
1-2 yrs. business or technical school	(LL)	LH	(LH)	LL	(143)
1-3 yrs. college	LH	LH	LL	LL	(894)
College completed	(HH)	LH	LL	(LH)	(682)
Household income					
Under $7500	LH	(HL)	(HL)	(LH)	(365)
$7500 - $9999	LH	(LL)	LL	LL	(329)
$10,000 - $14,999	LH	(LL)	LL	LL	(467)
$15,000 - $24,999	LH	LH	LL	LL	(797)
$25,000 or over	LH	LH	LL	LL	(756)
Sex of respondent					
Male	LH	(LL)	LL	LL	(1465)
Female	LH	LH	LL	(LH)	(1725)

HH = Equal to or above average of total sample on importance and job performance.
HL = Equal to or above average of total sample on importance and below average on job performance.
LH = Below average of total sample on importance and equal to or above average on job performance.
LL = Below average of total sample on importance and job performance.
( ) = Subgroup response which differs from the total response.

Chapter III.

PUBLIC ATTITUDES TOWARD COMMUNITY COLLEGES' USE OF MONEY, QUALITY OF INSTRUCTION AND TUITION

This chapter presents the findings from a series of questions included in the survey to determine public attitudes toward these issues:

- How good a job does the public believe the California community colleges are doing in making effective use of their money?
- What is the public's overall impression of the quality of instruction offered at the community colleges?
- To what extent does the public understand that students who are California residents can take courses for college credit at community colleges without paying any tuition?
- What is the level of public support for charging tuition for college credit courses at community colleges?
- How much would prospective students be willing to pay in per-course tuition charges?

Table III.1

Making Effective Use of Money

All respondents interviewed in this survey were asked to rate how good a job they believe the community colleges are doing in "making effective use of the money they get." Four answer choices were offered: excellent, good, only fair, or poor. Just slightly fewer than half of all those interviewed selected the top two answer categories--either "excellent" (13.7%), or "good" (33.9%). About one in four respondents--25.7%-- rated the community colleges' job as "only fair" on this point. The community colleges were thought to be doing a "poor" job by 6.2%. The balance of those interviewed--20.4%--had no opinion on this aspect of the community colleges' performance.

Age Differences

Respondents at both ends of the age spectrum tend to be somewhat more likely to rate the community colleges "fair" or "poor" than other age groups.

Education Differences

Those with more education tend to give community colleges higher marks on this question than do those with less education.

Household Income Differences

Those with incomes of $10,000 or more are more likely to give "excellent" or "good" ratings than those with lower incomes.

Sex Differences

Men are slightly more critical than women.

Table III.1

RATING OF COMMUNITY COLLEGES' EFFECTIVE USE OF THEIR MONEY

	On making effective use of their money, community colleges are doing--					All respondents
	Excellent job	Good job	Only fair job	Poor job	No opinion	(Base)
Total	13.7%	33.9	25.7	6.2	20.4	(3190)
Age						
18 - 20	11.2%	34.6	34.9	6.7	12.5	(319)
21 - 24	10.3%	37.5	28.5	4.2	19.5	(376)
25 - 29	9.9%	40.9	24.1	4.5	20.7	(449)
30 - 34	13.5%	33.3	24.1	5.0	24.1	(450)
35 - 39	11.9%	39.3	24.0	2.5	22.3	(337)
40 - 49	16.8%	33.1	21.3	7.5	21.1	(445)
50 - 64	15.7%	31.8	27.8	7.3	17.3	(486)
65 or over	17.3%	24.7	23.7	9.1	25.2	(300)
Education						
Less than high school	10.9%	28.0	27.0	10.0	24.1	(469)
High school completed	12.0%	32.6	27.9	6.4	21.1	(998)
1-2 yrs. business or technical school	19.8%	26.3	34.7	3.3	15.8	(143)
1-3 yrs. college	14.2%	38.6	26.5	4.9	15.7	(894)
College completed	15.2%	35.0	20.2	5.8	23.8	(682)
Household income						
Under $7500	17.2%	24.7	29.4	4.7	23.6	(365)
$7500 - $9999	9.7%	38.0	20.9	9.8	21.4	(329)
$10,000 - $14,999	15.3%	38.5	26.4	5.8	13.9	(467)
$15,000 - $24,999	13.0%	37.3	26.7	5.4	17.6	(797)
$25,000 or over	15.0%	35.8	25.3	6.1	17.8	(756)
Sex of respondent						
Male	14.2%	32.4	27.4	7.3	18.7	(1465)
Female	13.3%	35.3	24.1	5.2	22.1	(1725)

Note: Table reads horizontally.

Table III.2

Quality of Instruction

Respondents were asked to give their overall impression of the "quality of instruction offered at the community colleges." Again, the answer choices were excellent, good, only fair, or poor. About two-thirds of all those interviewed chose the top two answer choices--either "excellent" (22.3%) or "good" (45.1%). The quality of community college instruction was rated as "only fair" by 15.6% and "poor" by 2.9%. The rest--14.2%--were unable to rate the community colleges on this item.

Age Differences

The picture is very mixed by the age of the respondent. Those 18-20 were more likely to rate the quality of instruction good rather than excellent or only fair rather than poor while those 21-24 were somewhat more polarized, i.e. slightly higher than average for excellent but also for poor. Ratings of community colleges on this point were also generally higher among those in their 30's and 40's than among those over 50.

Education Differences

Those with only some college or business school were somewhat more favorable than either those with no college or college graduates.

Household Income Differences

Most favorable ratings were given by those with incomes $15,000 - $24,999.

Sex Differences

Men were slightly less favorable than women.

Table III.2

RATING OF COMMUNITY COLLEGES' QUALITY OF INSTRUCTION

	Quality of instruction at community colleges is--					All respondents
	Excellent	Good	Only fair	Poor	No opinion	(Base)
Total	22.3%	45.1	15.6	2.9	14.2	(3190)
Age						
18 - 20	17.7%	54.8	17.8	2.0	7.6	(319)
21 - 24	23.6%	40.3	23.2	3.4	9.5	(376)
25 - 29	21.6%	46.9	16.7	2.4	12.4	(449)
30 - 34	20.7%	50.6	12.9	3.0	12.8	(450)
35 - 39	30.4%	40.9	14.9	1.7	12.1	(337)
40 - 49	20.7%	49.5	11.7	3.2	14.7	(445)
50 - 64	24.0%	44.3	14.4	2.5	14.7	(486)
65 or over	20.6%	33.3	16.3	4.1	25.8	(300)
Education						
Less than high school	15.3%	36.4	24.2	4.7	19.3	(469)
High school completed	18.9%	48.7	16.2	1.6	14.6	(998)
1-2 yrs. business or technical school	24.0%	48.2	9.0	1.8	16.9	(143)
1-3 yrs. college	28.7%	45.6	13.6	2.8	9.4	(894)
College completed	22.4%	44.8	13.4	3.7	15.7	(682)
Household income						
Under $7500	25.8%	37.8	17.3	2.1	16.9	(365)
$7500 - $9999	20.0%	43.9	16.9	4.0	15.1	(329)
$10,000 - $14,999	21.4%	44.6	15.7	4.1	14.0	(467)
$15,000 - $24,999	22.5%	52.1	13.5	1.7	10.2	(797)
$25,000 or over	22.4%	45.7	16.6	3.0	12.2	(756)
Sex of respondent						
Male	20.8%	45.2	17.7	3.8	12.5	(1465)
Female	23.7%	45.0	13.5	2.0	15.8	(1725)

Note: Table reads horizontally.

Table III.3

Awareness of Community College Credit Courses without Tuition

A question was included in the survey to determine the extent to which the general public understands that students who are California residents can take courses for college credit at community colleges without paying any tuition. One-fourth of all those interviewed (25.9%) believe that California resident students currently have to pay tuition for college credit courses at community colleges. Another 18.5% of those interviewed don't know whether tuition is now required or not. Just slightly more than half (55.6%) of all respondents understand that no tuition is charged at community colleges for college credit courses.

Age Differences

Misinformation about community college tuition is higher-than-average among those 18-20, 25-34, and 65 or older, but roughly between 20% and 25% of the other age groups also are misinformed on this point.

Education Differences

Those without college are more likely to be misinformed or uninformed about community college tuition than those with some college or more.

Household Income Differences

In general, the higher the income of the respondent, the more likely he/she is to be correctly informed about community college tuition, but still, nearly one in four of those with higher incomes thinks that tuition is charged.

Sex Differences

Women are somewhat more likely to be misinformed on this issue than men.

Table III.3

AWARENESS OF COMMUNITY COLLEGE TUITION FOR COLLEGE CREDIT COURSES

	Awareness of Calif. residents now paying community college tuition for college credit courses--			All respondents (Base)
	Think they now pay	Think they do not now pay	Don't know, not sure	
Total	25.9 %	55.6	18.5	(3190)
Age				
18 - 20	30.8 %	56.9	12.3	(319)
21 - 24	20.7 %	63.8	15.5	(376)
25 - 29	26.5 %	59.2	14.3	(449)
30 - 34	29.8 %	61.2	9.0	(450)
35 - 39	23.1 %	60.6	16.2	(337)
40 - 49	21.7 %	59.0	19.3	(445)
50 - 64	23.9 %	56.3	19.8	(486)
65 or over	32.3 %	31.8	36.1	(300)
Education				
Less than high school	33.4 %	29.2	37.4	(469)
High school completed	30.0 %	49.0	21.0	(998)
1-2 yrs. business or technical school	25.3 %	58.6	16.1	(143)
1-3 yrs. college	22.0 %	67.6	10.4	(894)
College completed	21.3 %	64.9	13.8	(682)
Household income				
Under $7500	26.1 %	44.2	29.7	(365)
$7500 - $9999	33.7 %	43.7	22.6	(329)
$10,000 - $14,999	28.0 %	53.0	19.0	(467)
$15,000 - $24,999	23.6 %	61.3	15.1	(797)
$25,000 or over	22.2 %	66.6	11.2	(756)
Sex of respondent				
Male	23.6 %	58.2	18.2	(1465)
Female	28.0 %	53.2	18.8	(1725)

Note: Table reads horizontally.

Table III.4

Attitude toward Community Colleges Charging Tuition

Following the question on whether or not respondents thought that tuition is now charged for college credit courses at community colleges, all respondents were then told by the interviewer: "Well, at present California residents can take courses for college credit at the state's community colleges without paying any tuition...how do you personally feel about this...do you think the community colleges should continue to offer college courses as part of a free public education or do you think that people should have to pay tuition for college courses they take at the community college?"

Two-thirds (65.3%) of all respondents said that college courses should be tuition free at community colleges. About one-fifth (21.9%) believe that the students should pay tuition for these courses and the balance--12.9%--were undecided.

Age Differences

Support for charging tuition is almost directly related to age--the older the respondent, the more likely he/she is to favor tuition. About one-third of those 50 or older support tuition.

Education Differences

Views on community college tuition are quite mixed by education of the respondent. Support for community college tuition is higher-than-average among those without a high school diploma, or with 1-2 years of business or technical school, or college graduates.

Household Income Differences

Attitudes toward tuition are fairly stable among income groups except those in the $10,000-$14,999 bracket who are least likely to be in favor of it.

Sex Differences

Men support tuition slightly more than women.

Table III.4

ATTITUDE TOWARD COMMUNITY COLLEGE TUITION
FOR COLLEGE CREDIT COURSES

	Attitude toward Calif. residents paying community college tuition for college credit courses--			
	Should be tuition-free	Should pay tuition	Qualified, undecided, no opinion	All respondents (Base)
Total	65.3%	21.9	12.9	(3190)
Age				
18 - 20	85.4%	8.8	5.8	(319)
21 - 24	77.1%	14.3	8.5	(376)
25 - 29	73.6%	16.8	9.6	(449)
30 - 34	72.8%	16.9	10.4	(450)
35 - 39	60.1%	19.5	20.3	(337)
40 - 49	65.4%	20.6	14.0	(445)
50 - 64	51.9%	31.2	16.8	(486)
65 or over	52.6%	33.9	13.4	(300)
Education				
Less than high school	56.6%	26.5	16.8	(469)
High school completed	66.4%	20.8	12.8	(998)
1-2 yrs. business or technical school	60.0%	26.3	13.7	(143)
1-3 yrs. college	70.4%	17.0	12.5	(894)
College completed	63.9%	25.3	10.8	(682)
Household income				
Under $7500	69.1%	21.6	9.3	(365)
$7500 - $9999	63.8%	21.6	14.6	(329)
$10,000 - $14,999	70.4%	16.4	13.1	(467)
$15,000 - $24,999	66.1%	21.7	12.1	(797)
$25,000 or over	62.6%	23.9	13.5	(759)
Sex of respondent				
Male	63.1%	23.5	13.3	(1465)
Female	67.3%	20.3	12.4	(1725)

Note: Table reads horizontally.

Table III.5

Tuition Price Sensitivity

A series of questions was asked of the prime target group of students for community colleges (i.e. those who are now enrolled in a community college or plan to attend one within the next 12 months) to test how willing they would be to pay tuition for each course they take. The prices tested were $10, $20, $30, or $40 per course. For each price they were asked: "Would you find a way to pay and continue with your present plans, or would you stop going (planning to go) altogether?" The series started at $10 and then escalated in steps. That is, everyone was first asked the question at the $10 level and those who were willing to pay this amount were then asked about $20; those who would pay $20 were asked about $30; those who would pay $30 were asked about $40.

Table III.5 shows the results of this questioning series for all those who are now enrolled or plan to attend a community college within the coming year. Only 8.3% said that they would not attend if per-course tuition of $10 were charged, but 88.8% said they would pay $10 (the rest were undecided). Nearly three in four (73.6%) said they would pay $20 per course; half (49.6%) would be able to pay $30 per course, but only about one-third (36.8%) would pay $40 a course.

Age Differences

Older students over 50 are more resistant to paying tuition than younger students are.

Education Differences

Those without a high school diploma or with 1-2 years of business or technical school are least likely to be willing to pay tuition.

Household Income Differences

Willingness to pay tuition is directly related to household income--those with lower incomes are less willing to pay than those with higher incomes.

Sex Differences

Women are less likely to be willing to pay tuition than men.

Table III.5

WILLINGNESS TO PAY FOR COMMUNITY COLLEGE COURSES

	Amount per course would pay--					Respondents who are now enrolled or plan to attend this year (Base)
	Less than $10	$10	$20	$30	$40	
Total	8.3%	88.8	73.6	49.6	36.8	(1080)
Age						
18 - 20	6.9%	89.6	75.0	53.1	38.7	(194)
21 - 24	7.8%	91.2	73.7	52.9	42.6	(162)
25 - 29	10.3%	88.0	74.3	48.9	30.7	(185)
30 - 34	5.2%	90.9	77.4	46.7	35.8	(172)
35 - 39	10.7%	84.1	77.4	58.0	42.8	(125)
40 - 49	4.5%	90.6	70.4	50.0	41.4	(128)
50 - 64	12.3%	87.1	67.9	41.0	27.1	(91)
65 or over	17.1%	82.9	65.4	30.3	26.7	(21)
Education						
Less than high school	12.1%	87.3	67.3	39.0	28.5	(97)
High school completed	7.7%	89.4	71.7	46.3	36.0	(347)
1-2 yrs. business or technical school	11.2%	84.4	71.3	40.0	27.5	(45)
1-3 yrs. college	8.0%	89.0	76.0	51.7	37.5	(389)
College completed	6.3%	89.1	74.8	57.2	42.4	(200)
Household income						
Under $7500	23.6%	75.9	58.3	31.3	24.6	(114)
$7500 - $9999	8.8%	89.2	75.0	42.2	30.4	(96)
$10,000 - $14,999	8.2%	89.5	65.5	37.5	24.1	(161)
$15,000 - $24,999	7.2%	90.3	77.1	50.3	39.9	(305)
$25,000 or over	4.1%	94.3	84.6	71.1	51.7	(246)
Sex of respondent						
Male	4.0%	93.2	79.2	54.7	43.6	(504)
Female	12.3%	84.8	68.4	44.8	30.6	(576)

Note: Table reads horizontally.

Chapter IV.

PUBLIC'S PERCEIVED NEED FOR VOCATIONAL EDUCATION OR TRAINING AND ACCEPTANCE OF COMMUNITY COLLEGES' PROVIDING IT

This chapter discusses the section of the survey designed to determine the need for adult vocational education or training and the extent to which the California public sees the community college system as an attractive place to get such training. The specific questions addressed in the survey were:

- What is the current employment status of the California public? How many are employed full time or part time? How many are not employed but seeking employment?
- What proportion of employed persons hopes to move up to a better job in the same field? What proportion expects to change type of work altogether?
- Of those who hope to improve or change their job, how many feel that they need more vocational training? Where do they expect to get it? On the job or elsewhere?
- How serious is their commitment to getting needed vocational training? Will they try to get it in the near future?
- To what extent do they think that a local or nearby community college would be a good place for them to get this type of training?
- What is the need for vocational education or training among that segment of the adult public that is now unemployed and wish to work or who are working part-time but wish to work full-time?
- How acceptable are the community colleges to this group for providing needed vocational training?
- What fields of study are they most interested in?

FIGURE IV.1

Employment Status of California Public

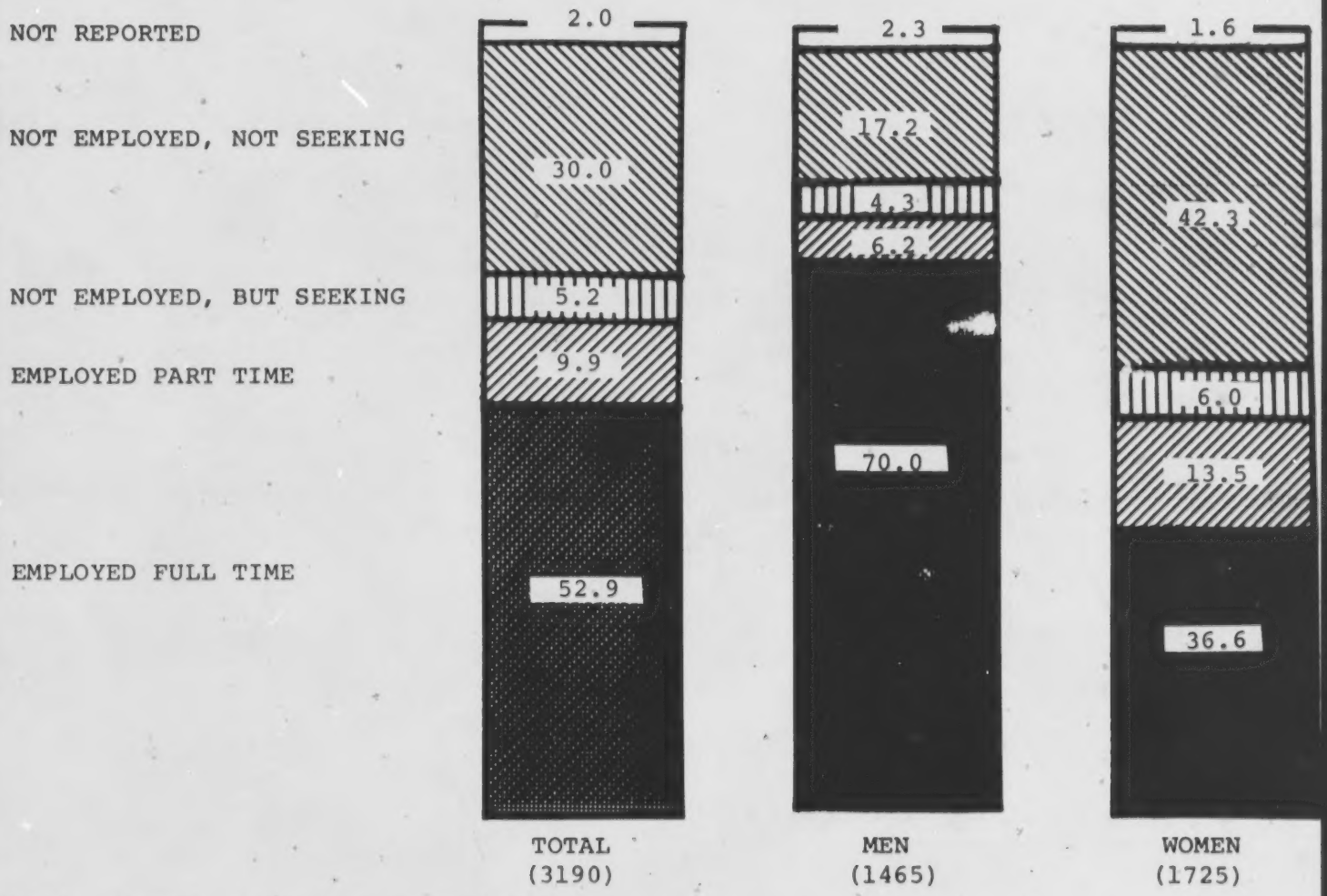
To help establish the perceived need for adult vocational training and education, a set of questions was included in the interview to determine the current employment status of the survey respondents. They were first asked whether or not they are now employed and, if so, whether full time or part time. If they were employed part time they were asked: "Are you seeking full-time employment or do you plan to continue working part time, or are you going to stop work soon?" Also, all those who replied that they are not now employed were asked whether they are seeking employment (either full time or part time.)

The findings from this series of questions are shown below and illustrated graphically on Figure IV.1 on the facing page.

	Men	Women	Total
Employed	76.2%	50.2%	62.9%
Full time	70.0	36.6	52.9
Part time	6.2	13.5	9.9
Plan to continue part time	3.9	11.2	7.6
Seeking full time	1.7	1.5	1.6
Going to stop working	0.7	0.8	0.7
Not employed	21.5	48.3	35.2
Not seeking employment	17.2	42.3	30.0
Seeking employment	4.3	6.0	5.2
Employment not reported	2.3	1.6	2.0
(Base)	(1465)	(1725)	(3190)

FIGURE IV.1

CURRENT EMPLOYMENT STATUS OF CALIFORNIA ADULTS



Note: Figures shown are percentages based on numbers in parentheses

Continuing with the sequence, those who believe that they need additional training or instruction were then asked whether they can get the necessary training or instruction at work or will they have to go elsewhere to get it. The responses were:

Can get needed additional training/instruction at work . .	5.5%
Must go elsewhere to get it	21.5
Total: Persons employed full time or part time and intend to continue and move up in job or change fields and need more training	27.0%

Those who believe they cannot get the training they need at work and must go elsewhere to get it were next asked how definite they are about going somewhere to get this training in the near future. The responses were:

Will not get training soon	1.8
Definitely, probably, might get training in near future . .	19.7%
Total: Persons employed full time or part time and intend to continue and move up in job or change fields and need more training and must go elsewhere to get it	21.5%

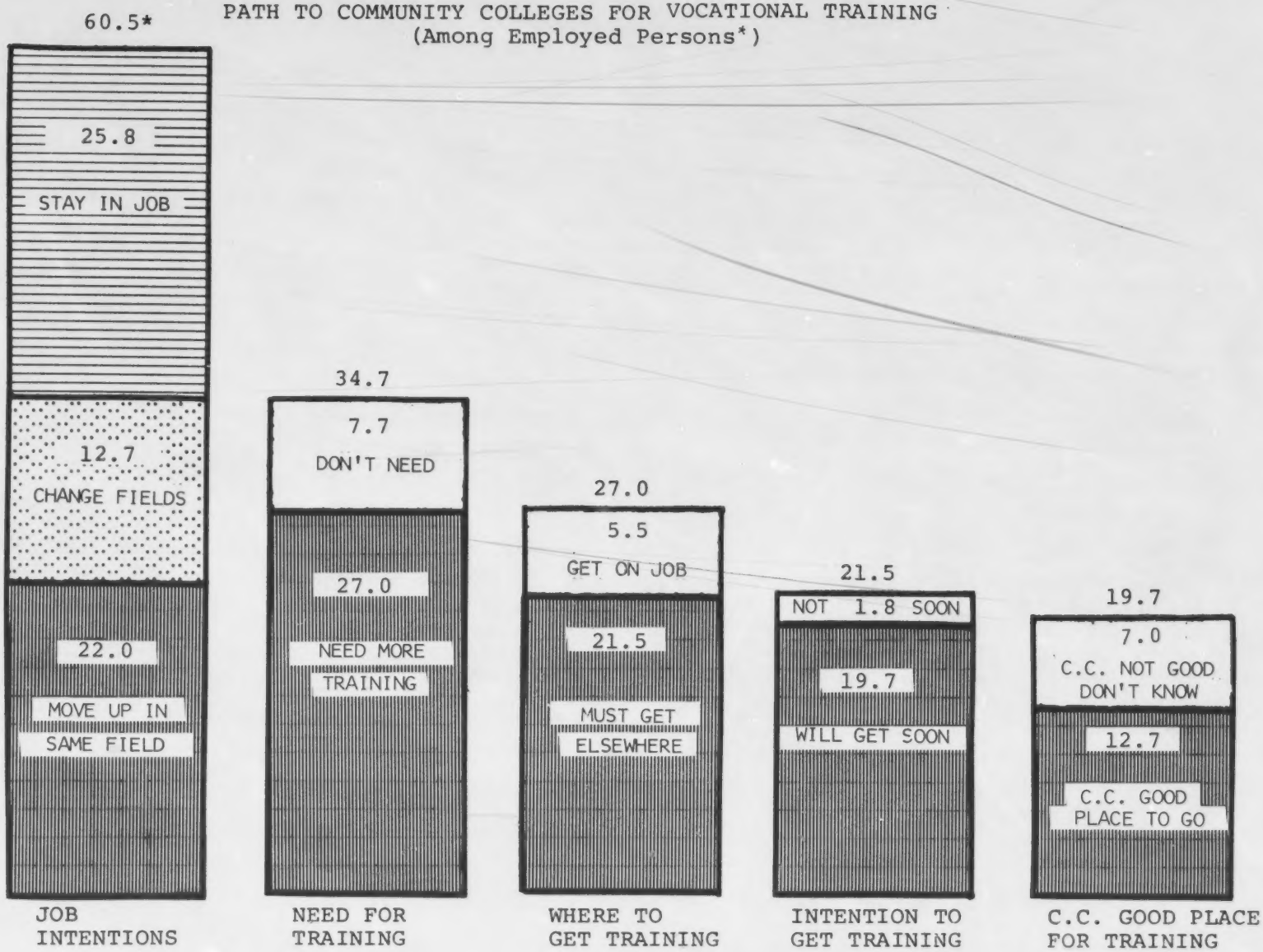
The final question in the sequence, asked of the 19.7% who definitely, probably, or might get training in the near future, was: "Do you think that a local or nearby community college would be a good place for you to get this (additional training/instruction) or not?" The responses were:

Yes, community college(s) would be a good place to get additional training/instruction	12.7%
No, they would not be; or don't know.	7.0

A summary to this possible path of employed persons to community colleges for additional occupational training is shown on Figure IV.2.

FIGURE IV.2

PATH TO COMMUNITY COLLEGES FOR VOCATIONAL TRAINING
(Among Employed Persons*)



* *Employed full time or part time and plan to continue same status.*
Figures shown are percentages based on all respondents (3190).

FIGURE IV.2

Need for and Acceptance of Community Colleges for Vocational Training

(Among Employed Persons)

As we have just seen, 60.5% of all adults in California are either employed full time or are employed part time and intend to continue part time.

A step-by-step questioning approach was used in the interview to try to determine to what extent this group feels that it has a need for additional job-related training or instruction and whether or not they perceive the community colleges as a good place to get whatever training they feel they need.

Figure IV.2 illustrates the results of this questioning sequence. First of all, employed persons were asked about their future intentions with regard to occupation and the responses were:

Intend to stay in same kind of job now have	25.8%
Hope to move up to a more advanced position or job in the same field	22.0
Expect to change type of work altogether	12.7
Total: Persons employed full time or part time and intend to continue	60.5%

No further questions were asked of the 25.8% who intend to stay in the same kind of job they now have. But the other two groups were next asked whether they believe they will need additional training or instruction of any kind either to move up in the same field, or to change fields. The responses to this question were:

Don't need more training/instruction	7.7%
Do need it	27.0%
Total: Persons employed full time or part time and intend to continue and move up in job or change fields	34.7%

FIGURE IV.3

PATH TO COMMUNITY COLLEGES
FOR VOCATIONAL TRAINING

(Among Persons Not Employed Full Time*)

* *Now unemployed and looking for job or employed part time but seeking full time. Figures shown are percentages based on all respondents (3190).*

FIGURE IV.3

Need for/Acceptance of Community Colleges for Vocational Training

(Among Persons Seeking Employment)

As shown opposite Figure IV.3, there is another small segment of persons -- 6.8% of all respondents interviewed--who are seeking employment either because they are now unemployed and wish to work or because they are working part time but wish to work full time.

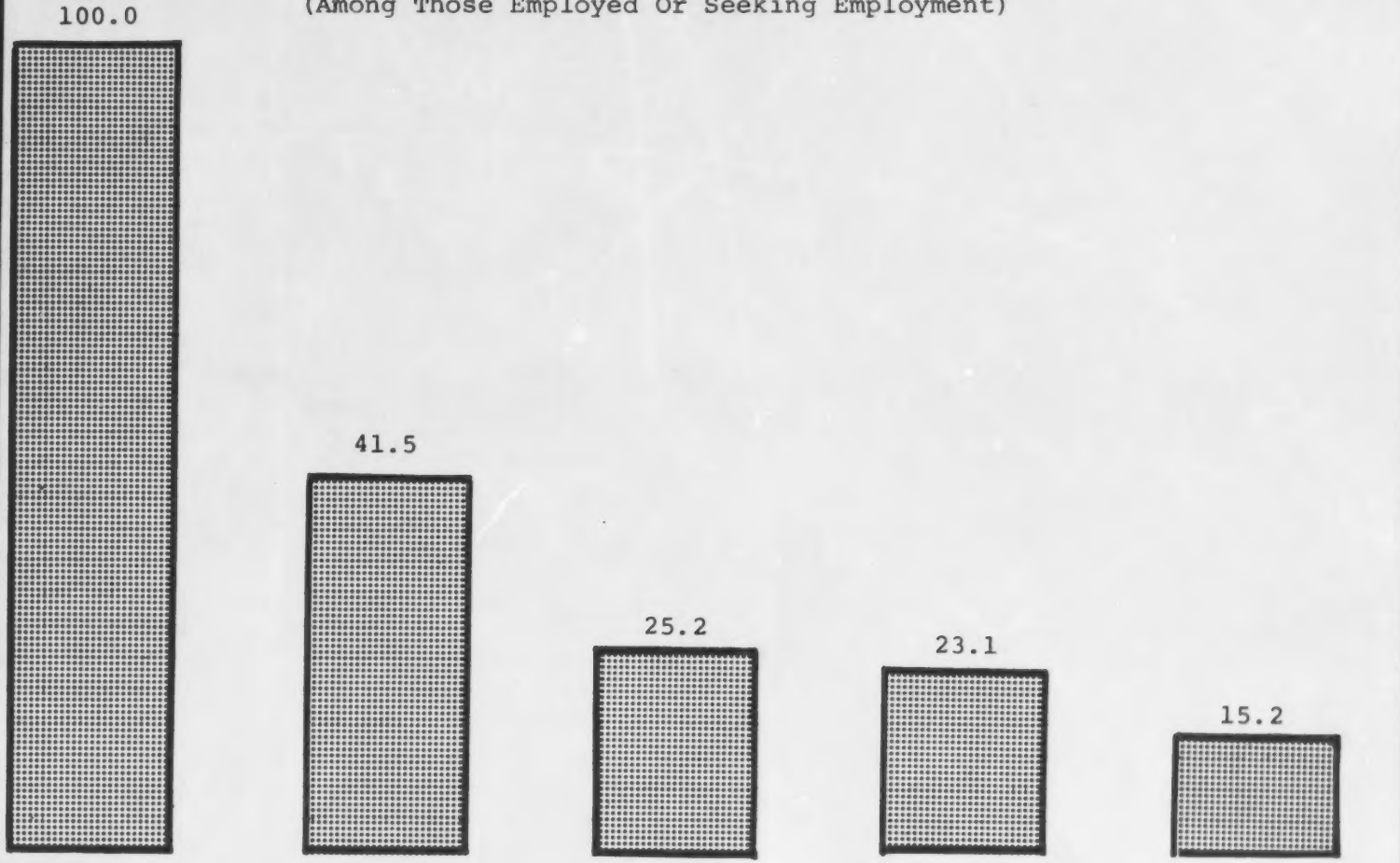
This group was also asked a set of questions to determine their perceived need for additional vocational training or instruction, how soon they intend to get it and whether they think a local or nearby community college would be a good place for them to get this type of training. The results of this sequence of questions were:

Total: Persons seeking employment:	6.8%
Don't need more training/instruction.	3.1%
Do need it	3.7
Will not get training in soon	0.3%
Definitely, probably, might get training in near future.	3.4
Community college(s) would be a good place to get additional training	2.5%
No, they would not be, or don't know.	0.9

FIGURE IV.4

PATH TO COMMUNITY COLLEGES
FOR VOCATIONAL TRAINING

(Among Those Employed Or Seeking Employment)



Figures shown are percentages based on all respondents (3190).

FIGURE IV.4

Need for and Acceptance of Community Colleges for Vocational Training

(Among Those Employed or Seeking Employment)

By combining the results from the separate question series asked of employed persons and those seeking employment, we can see the true size of the "market" or need for occupational training among California adults and the extent to which the community colleges are seen as an acceptable place to get such training.

Using the survey data, the path to community colleges for occupational training can be defined as that proportion of all California adults who fit all four of these criteria:

1. Seeking employment or employed but want a better job . . . . . 41.5% of all adults

-- and,

2. Feel a need for occupational training or instruction which can't get on the job. . . . . 25.2% of all adults

-- and,

3. Definitely, probably, or might get such training or instruction in near future . . 23.1% of all adults

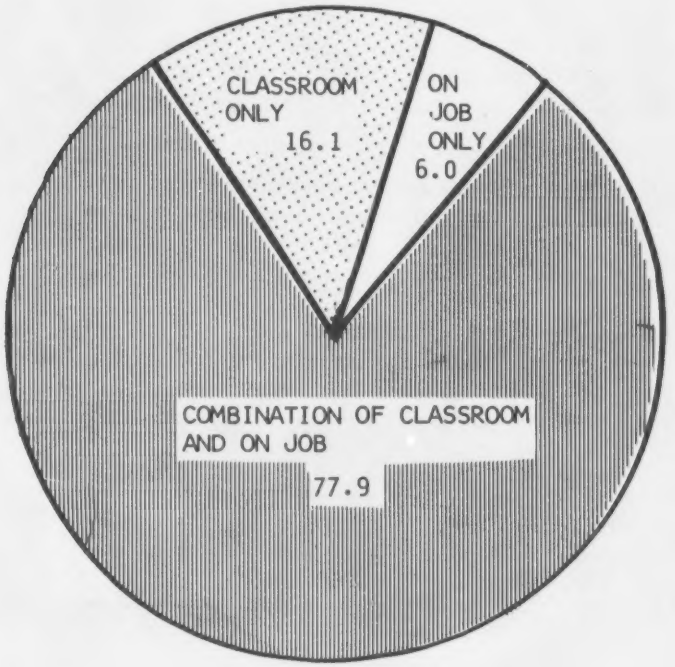
-- and,

4. Think local or nearby community college(s) would be a good place to get occupational training . . . . . 15.2% of all adults

Figure IV.4 on the facing page graphically illustrates this path among all California adults.

Figure IV.5

WHERE TO GET NEEDED VOCATIONAL TRAINING
AS SEEN BY TARGET MARKET* FOR COMMUNITY COLLEGES



FULL CIRCLE IS TARGET MARKET* = 23.1% of ALL ADULTS

TOP TEN FIELDS OF INTEREST
FOR CLASSROOM INSTRUCTION
(rank order of mention)

1. Business
2. Engineering
3. Health occupations
4. Education
5. Fine and applied arts
6. Computer science
7. Public affairs, public service
8. Agriculture
9. Law
10. Architecture

*Meet first 3 criteria shown opposite Figure IV.4.

Figure IV.5

Classroom Subject Needs for Vocational Training

(For Those in the "Target Market")

As shown on Figure IV.4, just under one-fourth (23.1%) of all California adults could be considered the "target market" for vocational training at community colleges; that is, they feel a need for such training and plan to get it soon. All but a very small portion of this group think they could get the type of instruction they need in a classroom setting.

Figure IV.5 illustrates that only 6.0% of the "target market" think they can get their needed training only on the job, 16.1% think they can get it only in the classroom, but the majority--77.9%--believe that such training would come from a combination of classroom and on-the-job instruction.

Figure IV.5 also shows the top ten fields of interest for classroom instruction in vocational training volunteered by respondents in the "target market." Business, engineering and health occupations lead the list.

Chapter V.

COMPARISON OF REGIONAL FINDINGS ON KEY SURVEY MEASURES

This chapter summarizes the key measures from the survey and displays them by seven regions of California. These measures are:

- Awareness of community college(s)
- Have ever attended a community college
- Now enrolled in a community college
- Definitely/probably/might attend in next 12 months or now enrolled
- Main reason for planning to attend
- Importance ratings for 7 community college tasks
- Performance ratings for same 7 tasks
- Use of money, quality of instruction, tuition
- Need for vocational training

The final tables in this chapter summarize the key background and demographic characteristics of survey respondents in the seven regions as follows:

- Have taken occupational training course(s)
- Have physical, communication or learning disability
- Age, education and annual household income
- Household size, number of household members 18 or older
- Respondent's status in the household
- Racial/ethnic background
- Length of residence in California

Chapter V Tables

The tables in this section are for reference only, and are not discussed in detail. All the tables in this section--except for Table V.2--display the key measures from the survey as percentages based on the figures in parentheses shown at the top of each column. In scanning the data across regions, where the comparison to be made is one region against another, the differences observed between percentages must be plus or minus 5 to 7 percentage points for the difference to be "real" at the so-called 95% confidence level, which is customary for surveys of this type.

For example, if one were to compare the findings from one region to another on the proportion of respondents who definitely/probably/might attend a community college within the next 12 months, the 29.0% found in the Northern Region is not statistically "different" from the 31.0% found in the Bay Area, but the 29.0% is significantly lower than the 38.6% found in the Coastal Region.

When comparing a particular percentage figure from a region against the total sample of all respondents, the same general rule applies, except that the range of sampling error is 4 to 6 percentage points.

Table V.1

SUMMARY OF KEY MEASURES OF AWARENESS OF AND EXPERIENCE WITH COMMUNITY COLLEGES BY REGION

	Total	Northern	Bay Area	Coastal	Central Valley	Los Angeles	Desert	San Diego
Base: All Respondents	(3190)	(389)	(468)	(423)	(459)	(578)	(428)	(445)
Aware of community college(s) (i.e. can name one or more in local and/or nearby area(s)	88.6%	96.5%	87.7%	91.5%	87.6%	87.9%	86.7%	90.1%
Have ever attended a community college	46.9	48.8	44.2	54.0	46.3	49.2	38.4	40.4
Now enrolled in a community college	8.2	8.1	6.7	9.0	6.4	9.5	6.6	7.7
Definitely/probably/might attend in next 12 months or now enrolled	31.9	29.0	31.0	38.6	23.7	34.2	29.0	30.7
Main reason for planning to attend								
Personal enrichment	15.7	12.7	16.7	20.6	10.6	16.6	13.4	14.1
Prepare for work	10.1	9.6	9.5	12.6	7.8	11.3	9.7	7.5
Degree or certificate	6.5	5.0	6.5	8.3	5.0	6.7	5.2	7.6
Improve basic skills	2.4	1.7	1.7	3.0	0.9	3.1	1.3	3.5

Table V.2

Summary of Job Importance and Performance Mean Ratings

The figures shown on Table V.2 opposite are the mean rating scores given by respondents in each region on the 7 selected tasks of community colleges discussed in detail in Chapter II. (See Tables II.1 and II.2)

When comparing the mean scores on a particular item from one region to another, the observed difference must be at least .10 between the two scores to be significant at the 95% confidence level. For example, looking at the mean importance ratings on "training for jobs/careers," the rating is highest in the Los Angeles Region and is statistically significantly higher there than in the Coastal or Desert Regions, but not in the other regions.

If one is comparing the mean rating from one region to the overall rating for the total sample, a slightly smaller difference between the two ratings--about .08--would be significant at the 95% confidence level.

Table V.2

SUMMARY OF IMPORTANCE AND PERFORMANCE MEAN RATINGS
BY REGION

	Total	Northern	Bay Area	Coastal	Central Valley	Los Angeles	Desert	San Diego
Base: All respondents	(3190)	(389)	(468)	(423)	(459)	(578)	(428)	(445)
Mean importance ratings*								
Training for jobs/careers	2.83	2.82	2.81	2.77	2.81	2.87	2.78	2.83
4-year transfer	2.75	2.68	2.71	2.76	2.71	2.78	2.75	2.75
Improvement of basic skills	2.69	2.74	2.62	2.68	2.67	2.73	2.74	2.61
Continuing education	2.51	2.42	2.54	2.59	2.48	2.52	2.54	2.40
General education	2.45	2.43	2.43	2.49	2.37	2.48	2.44	2.36
Supportive services	2.39	2.30	2.37	2.40	2.37	2.40	2.38	2.42
Community programs	2.21	2.13	2.20	2.28	2.16	2.24	2.26	2.11
7-item average	2.55	2.50	2.53	2.57	2.51	2.57	2.56	2.50
Mean performance ratings**								
4-year transfer	2.99	3.06	2.90	3.14	3.01	3.01	2.91	3.03
Continuing education	2.95	2.92	2.98	3.12	2.96	2.91	2.93	3.06
Training for jobs/careers	2.92	2.88	2.87	2.99	2.87	2.94	2.84	2.98
General education	2.81	2.88	2.73	2.95	2.76	2.81	2.78	2.96
Community programs	2.76	2.72	2.70	2.94	2.80	2.75	2.80	2.86
Improvement of basic skills	2.63	2.71	2.52	2.76	2.60	2.62	2.79	2.79
Supportive services	2.62	2.54	2.48	2.76	2.72	2.62	2.67	2.84
7-item average	2.81	2.82	2.74	2.95	2.82	2.81	2.82	2.93

** - Mean ratings based on those with an opinion on the item. Values for calculating the means are: very important somewhat important (3), not too important (2), not at all important (1).*

*** - Mean ratings based on those with an opinion on the item. Values for calculating the means are: excellent job (good job (3), fair job (2), poor job (1).*

Table V.3

SUMMARY OF PUBLIC ATTITUDES TOWARD COMMUNITY COLLEGES' USE OF MONEY, QUALITY OF INSTRUCTION, AND TUITION, BY REGION

	Total	Northern	Bay Area	Coastal	Central Valley	Los Angeles	Desert	San Diego
Base: All respondents	(3190)	(390)	(468)	(423)	(459)	(578)	(428)	(445)
Community Colleges' effective use of their money is --								
Excellent	13.7%	10.8%	9.4%	15.9%	13.6%	16.1%	14.9%	12.5%
Good	33.9	39.1	29.4	38.8	40.8	33.0	32.8	35.8
Only fair	25.7	23.3	30.5	21.7	23.3	26.0	25.7	18.1
Poor	6.2	9.9	6.0	5.7	3.7	6.7	6.9	5.8
No opinion	20.4	16.8	24.7	17.4	18.4	18.2	19.8	27.8
Not reported	*	-	-	0.4	0.2	-	-	-
Quality of Instruction								
Excellent	22.3%	24.5%	18.9%	29.6%	18.5%	24.7%	21.9%	17.9%
Good	45.1	46.5	43.8	43.5	51.6	44.4	40.7	43.8
Only fair	15.6	14.2	18.5	14.3	14.5	15.0	19.0	11.8
Poor	2.9	2.4	2.8	1.6	3.0	3.3	2.5	1.8
No opinion	14.2	11.9	16.0	9.2	12.2	12.6	15.9	24.8
Not reported	*	0.5	-	-	0.2	-	-	-
Tuition								
Know that college credit courses are tuition free at C.C.'s	55.6%	55.2%	58.5%	59.0%	53.4%	53.1%	43.3%	67.5%
Believe college credit courses should be tuition-free at C.C.'s	65.3	59.8	63.2	64.8	66.2	66.8	59.4	66.9
Tuition would pay (based on those now enrolled or plan to attend this year)--								
Less than $10 per course	8.3%	5.8%	9.1%	10.3%	5.4%	8.9%	6.3%	6.1%
$10 per course	88.8	92.1	86.4	88.6	92.4	89.4	92.4	85.1
$20 per course	73.6	67.1	76.8	72.4	76.6	73.9	74.1	62.1
$30 per course	49.6	46.5	51.2	45.2	59.4	49.2	54.7	39.0
$40 per course	36.8	30.6	36.5	33.2	43.6	37.5	46.5	28.2

* Less than 0.5%.

Table V.4

SUMMARY OF PUBLIC'S PERCEIVED NEED FOR VOCATIONAL EDUCATION/TRAINING
BY REGION

	Total	Northern	Bay Area	Coastal	Central Valley	Los Angeles	Desert	San Diego
Base: All respondents	(3190)	(389)	(468)	(423)	(459)	(578)	(428)	(445)
Current Employment Status								
Employed full time	52.9%	45.7%	50.9%	47.9%	49.7%	57.5%	45.2%	48.6%
Employed part time	9.9	10.0	10.2	11.1	8.6	10.2	8.4	9.0
Not employed, but seeking	5.2	3.9	4.8	4.8	5.7	5.2	6.1	5.7
Not employed, not seeking	30.0	33.3	28.7	32.6	34.7	26.9	40.3	36.7
Not reported	2.0	7.1	5.4	3.6	1.3	0.2	-	-
Path to Community Colleges for Vocational Training								
Seeking employment or employed but want better job	41.5%	32.3%	38.8%	41.2%	36.7%	45.8%	33.3%	41.6%
Need off-the-job vocational training	25.2	18.8	23.1	26.2	12.5	28.4	18.4	24.2
Will get vocational training soon	23.1	17.2	21.3	24.3	19.9	26.2	16.1	21.0
Think community college(s) good place to get vocational training	15.2	11.8	13.2	16.9	12.3	17.7	11.7	13.0

Table V.5

INCIDENCES OF PREVIOUS OCCUPATIONAL TRAINING, AND PHYSICAL, COMMUNICATION OR LEARNING DISABILITIES BY REGION

	Total	Northern	Bay Area	Coastal	Central Valley	Los Angeles	Desert	San Diego
Base: All respondents	(3190)	(389)	(468)	(423)	(459)	(578)	(428)	(445)
Have taken occupational training course(s)	**49.7%**	**49.9%**	**50.9%**	**48.9%**	**49.4%**	**49.6%**	**40.6%**	**52.0%**
High school	2.9	2.9	2.4	2.6	3.2	2.9	4.1	3.5
Adult school (public)	3.5	1.9	3.7	3.8	5.6	2.7	4.4	4.6
Community college	17.5	22.7	16.6	22.5	16.3	17.9	13.7	14.5
University or college	15.8	14.0	15.2	12.6	15.4	16.7	8.9	18.8
Regional occupation program/center	2.8	2.6	3.7	2.4	2.3	2.8	2.9	1.6
Private vocational school	6.1	5.5	7.7	4.6	5.5	5.7	3.9	7.2
On the job	2.5	2.4	3.1	2.4	2.3	2.0	2.5	3.7
Military	1.6	3.0	1.0	2.3	1.1	1.4	4.7	2.8
Other	4.1	2.5	3.3	4.2	4.4	5.0	4.4	1.9
Not reported	0.1	0.3	0.2	-	-	0.2	-	0.2
Have physical, communication or learning disability	**6.8%**	**8.8%**	**7.1%**	**5.2%**	**9.1%**	**6.4%**	**8.5%**	**4.8%**
Visual	0.3	0.4	0.2	1.1	1.0	-	0.7	1.0
Mobility/orthopedic	2.6	3.3	3.8	1.7	2.9	2.2	2.5	1.3
Other health	1.4	0.8	1.4	1.6	0.6	1.8	2.2	0.6
Hearing	0.1	0.6	0.2	0.4	-	-	0.7	-
Speech/language	0.4	-	0.5	0.2	0.6	0.5	0.6	0.3
Learning	0.3	0.2	0.7	-	0.4	*	0.3	0.2
Other	1.8	3.7	1.1	0.7	3.9	1.8	2.0	0.8
Not reported	0.1	0.5	-	0.2	-	-	-	0.5

* *Less than 0.5%*

Table V.6

AGE, EDUCATION AND HOUSEHOLD INCOME OF RESPONDENT
BY REGION

	Total	Northern	Bay Area	Coastal	Central Valley	Los Angeles	Desert	San Diego
Base: All respondents	(3190)	(389)	(468)	(423)	(459)	(578)	(428)	(445)
Age of respondent								
18 - 20	8.8%	8.0%	9.0%	9.5%	7.8%	9.0%	8.4%	9.1%
21 - 24	10.1	8.0	10.7	10.3	9.0	10.1	11.8	10.5
25 - 29	11.5	9.0	12.7	11.8	13.0	10.7	9.2	12.1
30 - 34	11.5	11.6	11.8	11.6	11.4	11.5	8.3	12.7
35 - 39	9.5	10.3	8.7	9.5	8.3	10.3	6.8	10.5
40 - 49	15.3	13.8	16.0	15.3	17.6	15.4	13.2	11.4
50 - 64	19.9	23.8	23.1	15.9	17.8	19.4	23.9	16.5
65 or over	12.4	15.0	7.7	15.7	15.0	12.6	18.3	14.9
Not reported	0.8	0.4	0.3	0.4	0.2	1.2	0.2	2.3
Education of respondent								
8th grade or less	5.7%	3.8%	4.1%	5.6%	7.6%	6.4%	11.8%	11.8%
9 - 11th grade	8.3	9.4	7.6	9.6	12.9	7.0	16.1	5.5
12th (high school completed)	29.2	35.3	27.2	29.7	27.9	28.9	34.3	32.7
1-2 yrs. business/technical school	4.5	4.4	4.6	4.8	4.1	4.2	4.7	6.2
1-2 years college	20.7	21.5	19.6	20.0	18.1	21.8	16.0	23.7
3 years college	6.8	6.1	7.8	7.8	7.0	6.2	2.0	8.1
College, advanced degree	24.7	19.5	28.9	22.5	22.4	25.2	15.1	21.4
Not reported	0.2	-	0.2	-	-	0.3	-	0.5
Annual household income								
Under $4,500	4.1%	4.9%	2.9%	2.4%	4.4%	4.7%	7.2%	3.1%
$4,500 - $7,499	6.4	7.3	4.5	5.7	6.9	7.1	10.8	5.3
$7,500 - $9,999	10.0	10.5	8.0	9.8	12.5	10.2	14.2	9.4
$10,000 - $14,999	12.8	14.7	11.6	15.2	14.6	11.6	17.9	15.0
$15,000 - $24,999	23.4	27.1	21.6	24.3	27.6	23.1	19.2	23.8
$25,000 or more	27.5	18.7	32.8	21.6	20.7	29.9	17.2	22.5
Exact amount not reported	15.8	16.8	18.6	21.0	13.3	13.4	13.5	20.9

Table V. 7

HOUSEHOLD SIZE, NUMBER OF HOUSEHOLD MEMBERS 18 OR OLDER,
AND STATUS OF RESPONDENT IN HOUSEHOLD
BY REGION

	Total	Northern	Bay Area	Coastal	Central Valley	Los Angeles	Desert	San Diego
Base: All respondents	(3190)	(389)	(468)	(423)	(459)	(578)	(428)	(445)
Household size								
One	17.8%	13.6%	19.0%	12.8%	16.7%	19.1%	14.3%	16.5%
Two	34.1	41.2	33.5	34.8	34.6	33.2	36.9	35.0
Three	17.2	15.8	19.2	17.4	14.6	16.3	19.0	20.5
Four	16.6	17.4	17.0	17.2	19.9	15.5	14.8	16.1
Five	7.5	6.6	6.9	9.4	8.5	7.7	8.3	6.0
Six	6.2	5.5	3.6	7.1	5.0	8.1	6.5	4.8
Not reported	0.5	-	0.8	1.2	0.7	0.2	0.3	1.0
Household members 18+								
One	23.0%	18.6%	23.7%	19.0%	22.0%	24.6%	18.8%	21.1%
Two	56.7	66.0	57.9	59.8	62.7	52.5	61.9	58.8
Three	12.8	8.9	11.6	12.8	9.4	14.5	13.9	13.4
Four	4.8	5.1	4.9	4.2	3.5	5.4	2.8	4.5
Five	1.1	0.9	0.9	2.0	0.9	1.3	1.0	0.6
Six or more	0.2	-	-	0.4	0.6	0.2	0.9	0.4
Not reported	1.2	0.5	1.0	1.7	0.9	1.4	0.7	1.0
Respondent's household status								
Head of household	60.7%	61.9%	61.1%	60.3%	60.1%	61.9%	56.6%	55.8%
Not head, qualified	39.2	38.1	38.6	39.0	40.0	38.1	43.4	43.9
Not reported	0.1	-	0.3	0.6	-	-	-	0.4

Table V.8

RACIAL/ETHNIC BACKGROUND OF RESPONDENT, AND LENGTH OF RESIDENCE IN CALIFORNIA BY REGION

	Total	Northern	Bay Area	Coastal	Central Valley	Los Angeles	Desert	San Diego
Base: All respondents	(3190)	(389)	(468)	(423)	(459)	(578)	(428)	(445)
Racial/ethnic background of respondent								
Caucasian/white (not Mex/Hisp)	74.8%	87.9%	75.9%	76.7%	78.3%	71.0%	68.9%	82.8%
Black	6.2	0.5	8.3	2.3	4.1	7.1	3.4	5.5
Asian	2.1	0.6	2.6	2.2	1.6	2.4	0.6	1.3
American Indian	1.4	2.9	1.3	1.8	2.1	1.2	1.9	1.3
Mexican	10.1	4.0	6.0	11.3	10.5	12.6	20.5	5.4
Other Hispanic/Spanish	3.0	1.6	3.6	3.4	2.7	3.1	3.2	1.3
Other, not reported	2.4	2.5	2.3	2.3	0.7	2.6	1.5	2.4
How long lived in Calif.								
Less than 1 year	2.2%	0.8%	3.9%	2.2%	0.9%	1.7%	2.5%	3.2%
1 - 1.9 years	2.7	0.7	2.7	1.6	0.9	3.2	1.5	4.9
2 - 4 years	4.3	1.8	4.5	4.3	3.4	4.3	6.9	4.9
5 - 9 years	7.4	3.3	5.4	9.2	5.8	8.8	6.5	9.2
10 - 19 years	19.6	12.8	18.9	21.5	16.5	21.6	18.6	17.7
20 - 29 years	24.1	22.7	22.8	24.0	22.0	24.7	26.4	26.8
30 years or more	39.6	58.0	41.8	37.2	50.5	35.8	37.5	32.4
Not reported	0.1	-	-	-	-	-	-	1.0

SURVEY METHOD

SURVEY METHOD

General Approach

The data presented in this report are based on 3190 interviews conducted by telephone with a probability sample of California adults 18 years of age or older. Interviewing was done by trained, experienced telephone interviewers using a structured questionnaire and working out of Field Research Corporation's central location telephone interviewing facilities in San Francisco, Los Angeles and San Diego.

Questionnaire Development

Field Research Corporation was given a preliminary list of the specific types of information to be covered by the survey. Working with this list as a guide, FRC developed a preliminary draft of the questionnaire. This first draft incorporated as many of the specific objectives as possible within the interview length (twelve minutes) stipulated in the contract. This draft was submitted to the Project Consultant and the Advisory Committee for review and comment. A meeting with the Consultant and members of the Advisory Committee was held to review the questionnaire draft and to get additional input from the Committee. Following this meeting, the questionnaire was revised and then pretested with a small group of respondents. Additional changes and modifications were made on the basis of the pretest. The reviewed draft was submitted to the Project Consultant and to the Committee for final review and approval.

A copy of the questionnaire used in the conduct of this study is included in Appendix B.

Spanish Language Form

The final form of the questionnaire was then translated into Spanish. Several experienced translators reviewed the first draft and changes were made to reflect the combined input of the translating team from FRC and the Community Colleges.

Sample Size and Allocation

The total sample was divided equally among the seven regions to yield approximately 425 to 430 interviews in each region (1/7th of 3000). (Because of difficulties in identifying regions by telephone prefixes, a fairly large number of interviews originally designated as being in Region 6 were later found to fall into Region 5. This required doing an additional 150 interviews in Region 6.)

The numbers of interviews conducted in each region are shown below:

	Total interviews	3190
Region 1	Northern	389
2	Bay Area	468
3	Coastal	423
4	Central Valley	459
5	Los Angeles	578
6	Desert	428
7	San Diego	445

Sample Design

Field Research Corporation's statewide probability sample of telephone households was used for this study. Basically, this is a computerized sample which generates random 4 digit numbers for existing telephone prefixes. The Master Sample was modified to provide a probability sample of telephone households for each of the seven Community College regions.

Within each region, each County (or portion of a County) was included in proportion to size. Within Counties, existing telephone prefixes were selected at random and 4 digit random numbers were assigned to the prefixes. The random numbers were printed directly onto contact record sheets and these sheets were used by the interviewers to record the results of their calls.

An equal effort was made to complete an interview at each number. In this way, the sample within each County is self-weighting; that is, each prefix is ultimately included in the sample in proportion to the number of residential telephone numbers currently assigned to it.

By using random numbers, each region sample included telephones that are not listed in the current directories in their proper proportion. The sample covers the universe of California adults living in private households with telephones and results are projectable within given ranges to this universe statewide and to the regions.

Interviewing Procedures

All of the interviewing was conducted from central location telephone interviewing facilities in San Francisco, Los Angeles and San Diego. In these facilities, experienced interviewers conduct the interviewing under the direct supervision of FRC staff members.

All interviewers working on the project were required to attend a briefing session given by the Project Director. During this briefing, the questionnaire and the calling procedures were reviewed in detail. FRC supervisors were on hand during the entire interviewing period to check the quality of the work and to answer questions as they arose.

All of the interviewing was done between 3:00 p.m. and 9:00 p.m. on weekdays and from 10:00 a.m. to 9:00 p.m. on Saturdays and Sundays. Up to four attempts were made to obtain an interview at each household. These attempts were made on different days and at different times of day to increase the chances of finding an adult at home.

Spanish-speaking interviewers were on hand during the entire interviewing period to interview people who spoke only Spanish or who said they would prefer to be interviewed in Spanish. In practice, this is done by having each interviewer be aware of the fact that Spanish-speaking interviewers were on hand and that Spanish-speaking respondents should be interviewed in the language of their choice. When the interviewer

encountered someone who spoke only Spanish or who might prefer to be interviewed in Spanish, he/she told the respondent that a Spanish-speaking interviewer was on hand and, as appropriate, either called the Spanish-speaking interviewer to the phone or had a Spanish speaking interviewer call back. Of the 3190 interviews completed in this study, 450 were with persons of Hispanic descent and 90 of these were conducted in Spanish.

The table below shows the number of telephone numbers needed to complete 3190 interviews and the results of the calling effort. (Note that the number of interviews completed in each region differs from the number of interviews shown in the tabulations. This is because some interviews were reassigned to other regions on the basis of Zip Codes.)

Table B.1

RESULTS OF CALLING

	Total	Region 1	2	3	4	5	6	7
Total numbers called one or more times	18,936	4295	2059	2118	2452	1839	3924	2249
Non-usable numbers	11,633	3311	1022	1237	1514	820	2563	1166
Not assigned, not working	10,037	3123	756	1039	1348	540	2338	893
Business	1,596	188	266	198	166	280	225	273
Usable numbers	7,303	984	1037	881	938	1019	1361	1083
No contact made	1,527	230	234	157	218	204	321	163
No answer after 4 attempts	1,284	208	198	130	172	154	288	134
No adult home after 4 attempts	111	2	15	11	22	19	24	18
Communications barrier (other than Spanish)	132	20	21	16	24	31	9	11
Contact made	5,776	754	803	724	720	815	1040	920
Refused	2,478	311	342	271	259	385	440	470
Too busy now (but not available when recontacted)	75	16	25	10	4	6	10	4
Not usable: incomplete	33	1	-	-	2	-	30	-
Complete and usable	3,190	426	436	443	455	424	560	446

Respondent Selection Procedures

Within households, the following procedure was used to identify the person to be interviewed: If only one adult 18 or over was at home when the interviewer called, the interviewer interviewed that person. When more than one adult was at home, the interviewer asked first to speak with the youngest male adult 18 or over at home. If no male adult was at home, then the oldest female adult at home was interviewed. This method provides a judgment correction for the tendency of simple random samples of those at home to underrepresent males, and young males in particular, because their level of at-homeness is lower than that of other groups in the population. This technique has been demonstrated to produce an age-sex distribution that is reasonably close to population parameters. In this particular case, the number of interviews with men (1465) and with women (1725) came close to Census estimates.

		This study	Census
Men	(1465)	46%	48%
Women	(1725)	54	52

(A post-interview weighting procedure was used to "fine tune" the sample on age and sex--see Weighting Procedures below.)

Procedures Used to Identify Regions

Every effort was made to assign each telephone prefix to its proper region. Where the entire County fell into one region, there were no problems. However, where portions of a County fell into different regions, it was necessary to go to the level of cities to make the proper allocation and in some cases, telephone directories had to be divided with some prefixes assigned to one region and other prefixes to another region. Since prefixes often do not follow political or geographic boundaries, it was recognized that this could result in some households being misclassified. (Where prefixes crossed regions, this was inevitable.)

Using a program which defined regions to the level of Zip Codes, each respondent was assigned to his/her region on the basis of Zip Code after the interviewing was complete.

Using Zip Codes to classify respondents resulted in some reassignments after the interviewing was complete and it accounts for the fact that the number of interviews in each region varies a little more than might be expected. Also, a special problem was encountered in Regions 5 and 6: When the Zip Code classification was imposed on the interviews obtained from

Region 6, it was found that a large number of them were actually in Region 5. In large part, this was due to the problems inherent in using prefixes to describe or define geographic areas. Field Research Corporation generated another sample for Region 6 and completed an additional 150 interviews to bring the total interviews in Region 6 to 428.

Weighting Procedures

The study design called for a two-stage weighting procedure: First, the data from each region were weighted to bring each region back into its proper proportion for the statewide findings. As part of this procedure, a special weight was assigned to the interviews that had been added to Region 5 (from Region 6) to bring them back into their true proportion to Region 5.

The regional weights were based on household population data from the 1979 Survey of Buying Power published by Sales Management. This source shows numbers of households by County. Where Counties had to be split by region, the household population was allocated to each region on the basis of the number of prefixes allotted to each region. Similarly, in the absence of any reliable data on the number of households making up the area where interviews had to be transferred from Region 6 to Region 5, the number of prefixes involved was used to determine how much weight these interviews should have when added to Region 5.

After the regional weights had been assigned, a standard age/sex weight was applied to bring the total sample into conformity with known age/sex parameters of the California public.

Data Processing Procedures

Completed interviews were edited by FRC's professional coding staff and serialized for control purposes. The questionnaire data were then keypunched onto IBM cards. The data cards were machine-edited using a card-cleaning program which checks each column for "illegal" punches and cross-checks for consistency and logic across items. Data cards which do not meet these checks are manually checked against the original questionnaire document and corrected to conform to the proper pattern.

The data were then tabulated on FRC's in-house computer system. The computer printouts include all questions tabulated in total, by district and by selected demographic variables. Two sets of the computer printouts, a data deck and a code book were delivered to the Chancellor's office along with this report.

Interviewing Dates

The interviewing was completed during the period between September 26 and November 5, 1979.

SURVEY QUESTIONNAIRE

Field Research Corporation
San Francisco/Los Angeles

2-5

12	13	14

1
568-001 6-11
070979
Final

Time started:_____

VOCATIONAL/EDUCATIONAL NEEDS SURVEY

15-19

Hello, I'm _____ from Field Research Corporation, a national public opinion research firm. We are doing a statewide survey of adults in California to measure public opinion on some issues of importance here in California.

I would like to interview the youngest male adult 18 or over who is at home now.

IF NO MALE ADULT OR MALE ADULT NOT AVAILABLE, SAY:

Then I would like to interview the youngest female adult 18 or over who is at home now.

WHEN YOU HAVE ELIGIBLE ADULT, CONTINUE INTERVIEW.

As you may know, here in California we have local community colleges. These are two year colleges, sometimes called junior colleges.

I would like to ask you a few questions about these colleges and get your impressions of them.

1. First, do you happen to know the name of the community college in your area?

_____ 20

2. Do you know of any other community colleges either in your own County or in some of the surrounding counties? IF YES: Could you name them for me.

_____ 21
_____
_____
_____

3. Have you ever attended any classes at a community college in California? 22

YES 1
NO. X

IF YES, ASK:

4. Which one did you attend last?

_____ 23
_____
_____

5. Are you currently enrolled in a course at a community college? 24

YES 1
NO. X

IF NO, ASK: 25

6. When did you last take a course at a community college here in California?

WITHIN PAST YEAR 1
1 - 2.9 YRS. AGO 2
3 - 5.9 YRS. AGO 3
6 OR MORE YEARS AGO. . . . 4

7. Thinking about the last course or courses that you took (OR: Thinking about the course or courses you are taking now), which of these best describes your main reason for taking this... was it... READ CATEGORIES (MULTIPLE RESPONSE OK) 26

TO PREPARE FOR WORK . . . . . 1 (ASK Q.8)
TO GET A COLLEGE DEGREE OR CERTIFICATE. . 2 (ASK Q.9)
TO IMPROVE BASIC SKILLS SUCH AS READING AND WRITING. 3
FOR PERSONAL IMPROVEMENT OR ENRICHMENT. 4
SOME OTHER REASON (explain) _____ . . . X
(GO TO Q.10)

IF PREPARE FOR WORK, ASK: 27

8. (Are)(Were) you training or preparing for your first job or to move up in your current line of work or to train for a different type of work?

FIRST JOB 1
MOVE UP 2
TRAIN FOR DIFFERENT WORK. . . 3
OTHER: _____ . . X

IF GET COLLEGE DEGREE, ASK:

9. What degree or certificate are (were) you working toward? 28

AA 1
BA/BS. . . . 2
MA 3
CERTIFICATE OF COMPETENCY/COMPLETION/ PROFICIENCY OR OCCUPATIONAL CERTIFICATE. . . 4
DOCTORATE OR PROFESSIONAL DEGREE 5
UNDECIDED 6
OTHER (explain): _____ . . X

10. Are you planning to attend a local or nearby community college in the next 12 months?
IF YES: Is it that you will definitely do so, probably do so, or that you might?

[35]
- YES, DEFINITELY. 1
- YES, PROBABLY 2
- YES, MIGHT 3

(ASK Q.11)

- NO 4
- ALREADY ATTENDING. . . . X

(GO TO Q.12)

IF DEFINITELY, PROBABLY OR MIGHT, ASK:

11. Would you be doing that... READ CATEGORIES [36]
- TO PREPARE FOR WORK 1
- TO GET A COLLEGE DEGREE OR CERTIFICATE. 2
- TO IMPROVE BASIC SKILLS SUCH AS READING AND WRITING 3
- FOR PERSONAL IMPROVEMENT OR ENRICHMENT. 4
- SOME OTHER REASON (explain) _____ . . X

Here are some statements that describe different purposes of the California Community Colleges ... as I read each one, please tell me first how important you feel it is for them to be doing this and then how good a job you feel they are doing.

Here is the first one... START WITH STATEMENT CHECKED. ASK FOR EACH:

12. Do you feel that is very important, somewhat important, not too important or not at all important?
13. Do you feel they are doing an excellent, good, fair or poor job in this area? (IF DON'T KNOW ENOUGH TO RATE, RECORD "NO OPINION")

	IMPORTANCE					JOB RATING				
	Very impt	Some-what	Not too	Not at all	No opin.	Excel.	Good	Fair	Poor	No opin.
☐ a. To provide instruction or training which enables students to qualify for jobs, to move up on their jobs or to train for another career	[31] 4	3	2	1	0	[38] 4	3	2	1	0
☐ b. To provide academic education so students can transfer to a four-year college or university	[32] 4	3	2	1	0	[39] 4	3	2	1	0
☐ c. To provide general education so students can explore interests and develop an understanding of themselves, of others and their environment	[33] 4	3	2	1	0	[40] 4	3	2	1	0
☐ d. To help students improve their basic skills such as reading and writing so they can continue on with their education	[34] 4	3	2	1	0	[41] 4	3	2	1	0
☐ e. To provide people with an opportunity to continue their education on a life-long basis.	[35] 4	3	2	1	0	[42] 4	3	2	1	0
☐ f. To provide students and the community with supportive services such as counseling, job placement and child care	[36] 4	3	2	1	0	[43] 4	3	2	1	0
☐ g. To provide the community with special interest, cultural, or recreational programs	[37] 4	3	2	1	0	[ ] 4	3	2	1	0

14. At present, how good a job do you feel the community colleges are doing in making effective use of the money they get...do you think they are doing an...
READ CATEGORIES

46

EXCELLENT JOB 1
GOOD JOB 2
ONLY FAIR JOB 3
POOR JOB 4
DO NOT READ ↔ NO OPINION. 0

15. What is your overall impression of the quality of the instruction offered at the community colleges... do you feel the instruction offered is...
READ CATEGORIES

46

EXCELLENT 1
GOOD 2
ONLY FAIR 3
POOR 4
DO NOT READ ↔ NO OPINION. 0

16. As far as you know, if California residents take college credit courses at a community college, do they have to pay tuition for these courses or not?

47

YES, THEY DO 1
NO, THEY DO NOT. 2
NOT SURE, DON'T KNOW 0

17. Well, at present California residents can take courses for college credit at the state's community colleges without paying any tuition. Sometimes there are fees, but one can take college credit courses at the community colleges without paying tuition as part of a free public education system.

Thus, as it is now, these colleges are supported almost entirely by state and local taxes.

How do you personally feel about this...do you think the community colleges should continue to offer college courses as part of a free public education or do you think that people should have to pay tuition for college courses they take at the community college?

48

SHOULD BE TUITION FREE 1
SHOULD PAY 2
QUALIFIED: _____
_____ . 3
UNDECIDED 4
DON'T KNOW, NO OPINION 0

ASK OF THOSE WHO ARE ATTENDING (YES TO Q.3) OR WHO PLAN TO ATTEND (YES TO Q.10):

19. Let's see now... you said you (are) attending (are planning to attend) a community college.

a. What if it became necessary for community colleges including the college where you are (now going)(planning to go) to charge $10 per course.

Would you... READ CATEGORIES

FIND A WAY TO PAY AND CONTINUE WITH PRESENT PLANS. . . . [49] 1 (ASK b)

STOP GOING (PLANNING TO GO) ALTOGETHER . . . . . X (GO TO Q.20)

b. What if the colleges had to charge $20 per course... would you... READ CATEGORIES

FIND A WAY TO PAY AND CONTINUE WITH PRESENT PLANS. . . . [50] 1 (ASK c)

STOP GOING (PLANNING TO GO) ALTOGETHER . . . . . X (GO TO Q.20)

c. What if the colleges had to charge $30 per course... would you... READ CATEGORIES

FIND A WAY TO PAY AND CONTINUE WITH PRESENT PLANS. . . . [51] 1 (ASK d)

STOP GOING ALTOGETHER . . . . . X (GO TO Q.20)

d. What if the colleges had to charge $40 per course... would you ... READ CATEGORIES

FIND A WAY TO PAY AND CONTINUE WITH PRESENT PLANS. . . . [52] 1

STOP GOING ALTOGETHER 2

Now I would like to ask you a few questions about yourself...

20. Are you currently employed? [53]

YES . . . . 1 (ASK Q. 21)
NO. . . . . X (GO TO Q.23)

IF YES, ASK:

21. Are you employed full time or part time ?

FULL-TIME . . . [54] 1 (GO TO YELLOW) ⟶
PART-TIME . . . . X (ASK Q.22 BELOW)

IF PART TIME, ASK:

22. Are you seeking full time employment or do you plan to continue working part time, or are you going to stop work soon?

SEEKING FULL-TIME EMPLOYMENT. . . [55] 1 (GO TO BLUE) ⟶
CONTINUE PART-TIME. . . . . 2 (GO TO YELLOW) ⟶
PLAN TO STOP WORK SOON. . . . . 3 (GO TO WHITE) ⟶

IF NO, ASK:

23. Are you seeking employment?

YES . . . [56] 1 (GO TO BLUE) ⟶
NO. . . . . X (GO TO WHITE) ⟶

BLUE

IF SEEKING EMPLOYMENT, ASK:

24. Do you believe you need additional training or instruction in order to obtain employment? (57)
YES ..... 1 (ASK Q. 25 BELOW)
NO ..... 2 (GO TO WHITE)----->

IF YES, ASK:

25. Would this be for your first job or to move up in your current line of work or would it be to train for a different type of work? (58)
FIRST JOB 1
MOVE UP 2
TRAIN FOR DIFFERENT WORK... 3
OTHER: (explain) _____ ...4

26. In what field would this training or instruction be? (59)
AGRICULTURE 1
OFFICE/CLERICAL OCCUPATIONS (e.g., stenographer, secretarial, keypunch, etc.) 2
BUSINESS EDUCATION (e.g., real estate, accounting, business management, etc.) 3
HOMEMAKING/CONSUMER EDUCATION..... 4
HEALTH OCCUPATIONS 5
TRADES/INDUSTRIAL (e.g., auto mechanic, printing carpentry, etc.) 6
TECHNICAL (e.g., electronics, engineering)..... 7
JUSTICE 8
OTHER (explain)_____

27. Do you think you could get this training from classroom instruction, from on the job training, or does it require a combination of both? (60)
CLASSROOM ONLY 1
ON THE JOB ONLY 2
COMBINATION OF BOTH 3
NOT SURE 4

28. How definite are you about going somewhere to get this training or instruction in the near future... do you think you ... READ CATEGORIES (61)
DEFINITELY WILL DO SO SOON ... 1
PROBABLY WILL DO SO SOON... 2
MIGHT DO SO SOON 3
PROBABLY WON'T DO SO SOON . . . 4
DEFINITELY WON'T DO SO SOON . . 5
(1-3: ASK Q. 29) (4-5: GO TO WHITE)

IF DEFINITELY, PROBABLY OR MIGHT, ASK:

29. Do you think that a local or nearby community college would be a good place for you to get this or not? (62)
YES 1 (GO TO WHITE)
NO 2
DON'T KNOW/ NOT SURE 0
(2, 0: ASK Q. 30)

IF NO, OR NOT SURE, ASK:

30. Where do you think would be the best place for you to get the training or instruction you need? IF GIVE NAME, ASK: Well, what type of place is that? IF NECESSARY, READ LIST (63)
HIGH SCHOOL 1
ADULT OR NIGHT SCHOOL 2
PRIVATE VOCATIONAL SCHOOL 3
REGIONAL OR OCCUPATIONAL PROGRAM OR CENTER (ROP/ROC) 4
COLLEGE OR UNIVERSITY 5
ON THE JOB 6
OTHER (explain) X

NOW GO TO WHITE ->

YELLOW

IF CURRENTLY EMPLOYED

31. Which of these best describes your future intentions with regard to occupation... do you intend to ... READ CATEGORIES

64

STAY IN THE SAME KIND OF JOB YOU HAVE NOW . . . . . 1 (GO TO WHITE---->

MOVE UP TO A MORE ADVANCED POSITION OR JOB IN THE SAME FIELD . . . . . 2 > (ASK Q.32 BELOW)

CHANGE THE TYPE OF WORK YOU DO ALTOGETHER . . . . . 3 >

IF MOVE UP OR CHANGE, ASK:

32. Do you believe you will need additional training or instruction of any kind to do this?

65

YES . . . . 1 (ASK Q.33 BELOW)
NO. . . . . X (GO TO WHITE---->

IF YES, ASK:

33. Can you get the necessary training or instruction at work or will you have to go elsewhere to get it?

66

AT WORK . . . 1 (GO TO WHITE---->
ELSEWHERE . . X (GO TO GREEN---->

GREEN

IF YOU MUST GO ELSEWHERE, ASK:

34. In what field would this training or instruction be? (PROBE)

67

AGRICULTURE 1
OFFICE/CLERICAL OCCUPATIONS (e.g., stenographer, secretarial, keypunch, etc.). 2
BUSINESS EDUCATION (e.g., real estate, accounting, business management, etc.). 3
HOMEMAKING/CONSUMER EDUCATION 4
HEALTH OCCUPATIONS. 5
TRADES/INDUSTRIAL (e.g., auto mechanic, printing, carpentry, etc.). 6
TECHNICAL (e.g., electronics, engineering). 7
JUSTICE 8
OTHER (explain) _____

35. Do you think you could get this training from classroom instruction, from on the job training or does it require a combination of both?

68

CLASSROOM ONLY. . . . 1
ON THE JOB ONLY . . . 2
COMBINATION OF BOTH . 3
NOT SURE. 0

36. How definite are you about going somewhere to get this training or instruction in the near future...do you think you... READ CATEGORIES

69

DEFINITELY WILL DO SO SOON . . . . . 1 } (ASK
PROBABLY WILL DO SO SOON . . . . . 2 } Q.37)
MIGHT DO SO SOON . . . . . 3 }
PROBABLY WON'T DO SO SOON. . . . . 4 } (GO TO WHITE) →
DEFINITELY WON'T DO SO SOON. . . . . 5 }

IF DEFINITELY, PROBABLY, MIGHT, ASK:

37. Do you think that a local or nearby community college would be a good place for you to get this or not?

70

YES . . . . . 1 (GO TO WHITE) →
NO. . . . . 2 }
DON'T KNOW, NOT SURE. . . . . 0 } (ASK Q.38)

IF NO OR NOT SURE, ASK:

38. Where do you think would be the best place for you to get the training or instruction you need? IF GIVE NAME, ASK: Well, what type of place is that? IF NECESSARY, READ LIST

71

HIGH SCHOOL 1
ADULT OR NIGHT SCHOOL 2
PRIVATE VOCATIONAL SCHOOL 3
REGIONAL OR OCCUPATIONAL PROGRAM OR CENTER (ROP/ROC) 4
COLLEGE OR UNIVERSITY 5
ON THE JOB. 6
OTHER (explain): _____ . . . X

END OF CARD 1

CARD 2 WHITE

In order to be able to classify your responses along with others, I need to ask a few questions about you ...

39. What is your age? (IF RESPONDENT HESITANT TO ANSWER, SAY: Well, could you just give me a general idea) [ ] 20/21

40. Including yourself, how many people live in your household? [ ] 22

41. How many are 18 years of age or older? [ ] 23

42. Are you the head of this household or is someone else? 24
HEAD 1
NOT HEAD 2
QUALIFIED: _____ . 0

43. What was the last grade in school that you completed? 25
8TH GRADE OR LESS 1
9 - 11TH GRADE. 2
12TH (HIGH SCHOOL COMPLETED). 3
1-2 YEARS BUSINESS OR TECHNICAL SCHOOL. . 4
1-2 YEARS COLLEGE 5
3 YEARS COLLEGE 6
COLLEGE: ADVANCED DEGREE 7
REFUSED 0

44. Have you ever taken any courses to train you for a job, to move up in your current job or retrain for a different job? 26
YES . . . . . 1 (ASK Q.45)
NO. . . . . X (GO TO Q.46)

IF YES, ASK:

45. Where did you take these courses? 27
PROBE: Did you get such training anywhere else?
HIGH SCHOOL 1
ADULT SCHOOL (PUBLIC) 2
COMMUNITY COLLEGE 3
UNIVERSITY OR COLLEGE 4
REGIONAL OCCUPATION PROGRAM OR CENTER 5
PRIVATE VOCATIONAL SCHOOL 6
OTHER: _____ . . . X

46. How long have you lived in California? 28
LESS THAN 1 YEAR. 1
1-1.9 YEARS 2
2 - 4 YEARS 3
5 - 9 YEARS 4
10 - 19 YEARS 5
20 - 29 YEARS 6
30 YEARS OR MORE. 7

47. We would also like to know your racial or ethnic background...Are you Caucasian, Black, Oriental, American Indian or some other race? 29
CAUCASIAN/WHITE . . . 1 (ASK Q.48)
BLACK 2
ORIENTAL. . . . . 3 (GO TO Q.50)
AMERICAN INDIAN 4
OTHER: _____ . X (ASK Q.48)
REFUSED . . . . . 0 (GO TO Q.50)

IF "CAUCASIAN/WHITE" OR SOME OTHER, ASK:

48. Do you happen to be of Mexican descent? 10
YES . . . . . 1 (GO TO Q.50)
NO. . . . . 2 (ASK Q.49)
REFUSED . . . . . 0 (GO TO Q.50)

IF NO, ASK:

49. Are you of other Hispanic or Spanish descent? 11
YES 1
NO. 2
REFUSED 0

(CONTINUE WITH Q.50)

50. Do you have any physical, communication or learning disability that might make it difficult for you to participate in the regular activities of a community college? 12
YES . . 1 (ASK Q.51)
NO. . . X (GO TO NEXT PAGE)

IF YES, ASK:

51. What is the nature of the disability or limitation that you have? IF NECESSARY, GO OVER LIST WITH RESPONDENT TO GET DISABILITY PROPERLY CLASSIFIED 13
VISUAL LIMITATION 1
MOBILITY/ORTHOPEDIC LIMITATION. . 2
OTHER HEALTH LIMITATION 3
HEARING LIMITATION. 4
SPEECH/LANGUAGE LIMITATION . . . 5
LEARNING DISABILITY 6
OTHER (explain): _____
_____ . . X

52a. What was the approximate total annual income for all members of your household before taxes in 1978 ... was it $10,000 or more or less than $10,000?

REFUSED . . . . . Y 35

IF LESS THAN $10,000, ASK:

52b. Was it under or over $7500?

UNDER $7500. . . . . □
$7500 OR OVER. . . . 2
REFUSED. 3

IF UNDER $7500, ASK:

52c. Was it under or over $4500?

UNDER $4500 . . . 4
$4500 OR OVER . . 5
REFUSED 6

IF $10,000 OR MORE, ASK:

52d. Was it under or over $15,000?

UNDER $15,000 . . . . . □
$15,000 OR OVER 7
REFUSED 8

IF $15,000 OR OVER, ASK:

52e. Was it under or over $25,000?

UNDER $25,000. . . 9
$25,000 OR OVER. . 0
REFUSED. X

53. RECORD SEX OF RESPONDENT: 36

MALE 1
FEMALE 2

54. Now just in case my supervisor needs to verify that this interview was conducted, could you please tell me whether I have dialed (READ NUMBER). (WRITE IN BELOW)

Telephone Number: _____ _____
(Area Code) (Number)

55. And what county do you live in? _____ 37/38

56. And what is your name? _____

57. And your zip code? _____ 39-43

TIME ENDED: _____

THANK RESPONDENT FOR HIS/HER COOPERATION. Elapsed time code: □□ 44 45

Interviewer Name: _____ Date: _____

CLUSTER NUMBER □□□□□ 46 47 48 49 50

REGION □ 51

SURVEY REGIONS

SURVEY REGIONS*

* Regions follow community college district boundaries. For the districts in each region, please see pages C-2 and C-3.

COMMUNITY COLLEGE DISTRICTS BY SURVEY REGION

NORTHERN
- Butte
- Lassen
- Mendocino
- Redwoods
- Shasta
- Sierra
- Siskiyous
- Yuba

BAY AREA
- Contra Costa
- Foothill-DeAnza
- Fremont-Newark
- Marin
- Napa
- Peralta
- San Francisco
- San Jose
- San Mateo
- Solano
- Sonoma
- South County
- West Valley

COASTAL
- Allan Hancock
- Cabrillo
- Gavilan
- Hartnell
- Monterey Peninsula
- San Luis Obispo
- Santa Barbara
- Ventura

CENTRAL VALLEY
- Kern
- Lake Tahoe
- Los Rios
- Merced
- San Joaquin Delta
- Sequoias
- State Center
- West Hills
- West Kern
- Yosemite

LOS ANGELES
- Antelope Valley
- Cerritos
- Chaffey
- Citrus
- Coast
- Compton
- El Camino
- Glendale
- Long Beach
- Los Angeles
- Mt. San Antonio
- Mt. San Jacinto
- North Orange
- Pasadena
- Rancho Santiago
- Rio Hondo
- Riverside
- Saddleback
- San Bernardino
- Santa Clarita
- Santa Monica

DESERT
- Barstow
- Coachella Valley
- Imperial
- Palo Verde
- Victor Valley

SAN DIEGO
- Grossmont
- Mira Costa
- Palomar
- San Diego
- Sweetwater

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